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ABSTRACT

This handbook is designed to help Texas junior/community college administrators and instructor-coordinators of marketing and distributive education to plan, implement, operate, and expand mid-management programs. The handbook contains five sections. Following the introductory first section that reviews the purpose, history, philosophy, and benefits of mid-management education, the second section provides the Texas Education Agency guidelines for mid-management educational programs. Topics covered include application, program requirements, approval, contract hours, reporting, review, evaluation, records, personnel, internships, and travel. In the third section, the handbook presents suggestions for planning and developing programs, including local planning, program developing, Texas Education Agency approval, and student and professional organizations. The fourth section contains information on developing curriculum and methods of teaching the courses, while the final section outlines how to operate and manage a mid-management instructional program. Topics covered in this section are selecting and developing training stations, methods of recruitment, selection and placement, internship, recordkeeping, budgets, public relations, advisory councils, and program evaluation. Appendixes to the handbook include bibliographies of textbooks and of films, a glossary, and a directory of Texas mid-management instructor-coordinators for 1980-81. (KC)

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INSTRUCTOR-COORDINATOR'S HANDBOOK FOR POST-SECONDARY DISTRIBUTION AND MARKETING PROGRAMS

Developed Through a Grant from the

Research Coordinating Unit
Department of Occupational & Technical Education
Texas Education Agency
Austin, Texas 78701

Contract Number 11230050

By

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June 1981

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ACKNOWLEDGMENTS

The basic aim of this Handbook is to provide instructor-coordinators with a resource to assist them in the management and operation of their programs.

The task force of writers represents a cross section of large and small junior/community colleges and a geographical distribution representative of the entire State of Texas. Volunteers who contributed their time and expertise are:

Handbook Task Force Committee

Dr. Peter L. Irwin, Chairman	Richland College, Dallas
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Mike Farley	Del Mar College, Corpus Christi
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D. W. Thomas	Texas Education Agency

We are sincerely grateful to Dr. Peter L. Irwin, Instructor-Coordinator at Richland College, Dallas, for the time and energy he put forth as Chairman of the Task Force of Writers.

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Joe D. Bishop — San Antonio College

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F. R. Blake — Bee County College

Two research studies relating to the improvement of the coordination process may be found in Section 5.34. Contributors due special appreciation are:

Donnelle Attner — Eastfield College

J. O. Cox, Jr. — Tarrant County Junior College

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Doris Huibregtse — Howard College

James Jones — Del Mar College

Willie Weaver — Amarillo College

Carolyn Dorty — San Jacinto College

Tommy Haralson — South Plains College

Dan Trew — Amarillo College

Fernando Montes — Laredo Junior College

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The project director also wishes to thank the Department of Occupational Education and Technology, Texas Education Agency, for providing essential information, assistance, and support.

Doyle Holder, Ph.D.
Project Director

PREFACE

Purpose of Handbook

The purpose of the Mid-Management Instructor-Coordinator Handbook is to assist junior/community college administrators and experienced, as well as new, instructor-coordinators in planning, implementing, operating and expanding Mid-Management programs.

This Handbook is not meant to establish rigid standards or guidelines that every institution must follow. Rather, it has been developed to allow free access by all interested educators to meet the needs of their respective communities in the field of Mid-Management education. Through this Handbook, important communication between educators and institutions will be fostered and flexibility will be allowed for all to meet their particular community needs.

Process of Development

The Texas Education Agency realized that the Mid-Management Program throughout the State had been growing and expanding since its inception in the 1960s and was aware of its success in the field of cooperative education. This expansion into many junior/community colleges brought about the need by college administrators and instructor-coordinators for assistance in planning, developing, operating, and expanding Mid-Management programs.

In March 1980, representatives of the Texas Education Agency, executive offices of the Texas Junior College Management Education Association (TJCMEA), and North Texas State University met in an executive session and determined that the supply of instructor-coordinator handbooks had been exhausted. In addition, much of the contents had become obsolete and needed updating and sex-stereotyping references needed to be deleted.

A recommendation was made that Dr. Doyle Holder, North Texas State University, develop a proposal for funding a project to revise and publish a new handbook through the Research Coordinating Unit, Department of Occupational Education and Technology, Texas Education Agency. Mr. Robert W. Caster, Associate Commissioner, approved the project on July 21, 1980.

The officers of TJCMEA were selected as the handbook task force committee and included D. W. Thomas, program consultant, Texas Education Agency. The task force represented geographical regions of Corpus Christi, San Antonio, Waco, Dallas, Austin, Odessa, and Fort Worth. These members also represented large and small community college districts.

The task force members accepted responsibility of each segment of the handbook and solicited input from instructors on a periodic basis. The task force met four times to make recommendations, develop materials, review updated suggestions and make decisions regarding form, content, and style.

Cooperative Effort

The contents of this Handbook depended upon the conscientious efforts of the Handbook Task Force, representatives of the Texas Education Agency, and North Texas State University. All those involved knew that cooperation in sharing vital knowledge of Mid-Management programs was essential to its development.

It became evident, at the committee meetings called by the project director during the 1980-1981 school year, that wholehearted cooperation was realized.

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1.0 INTRODUCTION TO MID-MANAGEMENT

1.1 Purpose of Mid-Management

Mid-Management is a community/junior college vocational, cooperative education, management training program. The name is generic and is intended to differentiate these programs from the baccalaureate degree management programs found at many universities and senior colleges.

The purposes of Mid-Management programs are:

1. To help students enter or advance in a management career.
2. To provide an avenue for supervisors to gain the knowledge they need to upgrade their performance so that they can be promoted.
3. To provide occupational courses which students need to enter specific fields of business such as real estate, fashion merchandising, banking and finance, and others.
4. To serve the community's needs for management personnel.

1.2 History of Mid-Management in Texas

As senior colleges and university schools of business moved toward educating students for executive and professional management positions, and the secondary schools trained more people for entry-level jobs, a vacuum was created in the lower and middle levels of supervisory training. Business and industry pressed for more qualified people to fill these positions. In 1963, Congress passed the Vocational Education Act which provided funds for developing and operating cooperative work-study programs in post-secondary educational institutions. David Thompson, State Director of Distributive Education at the Texas Education Agency, began to lay the groundwork for Post-Secondary Distributive Education Programs in junior/community colleges.

Mr. Thompson and his steering committee conducted surveys, visited other states, worked with Federal agencies, and developed plans for implementing the provisions of the Vocational Education Act of 1963. In 1966, Mid-Management programs in Marketing and Distribution were established in three community colleges: El Centro College of Dallas, Jim Moore and Jay Todes, Coordinators; Grayson County College of Denison, Roland Kelley, Coordinator; and Odessa College of Odessa, R. Jerry Anstead, Coordinator. These four instructor-coordinators held a workshop in conjunction with the Distributive Education Teachers' Conference in Austin during August 1966.

In August 1967, community colleges around the State were invited to send representatives to the annual Distributive Education Teachers' Conference in Houston. The purpose of the meeting was to study the experiences of the three pilot programs in Mid-Management which had begun the year before. Ten colleges responded to the invitation and nine representatives were present at the Second Annual Mid-Management Coordinators' Workshop. Jim Moore of El Centro College presided at the meetings, most of which were held separately from the high school D.E. teachers. Present at the meeting were:

Joseph M. Bennett, Jr.	Central Texas College, Killeen
Ron L. Bramble	San Antonio College, San Antonio
Nancy Elliott	Amarillo College, Amarillo
Jim Godbe	San Jacinto College, Pasadena
Evelyn Grace	Tarrant County Junior College, Fort Worth
Leslie L. Matthews	Kilgore College, Kilgore
James E. Moore	El Centro College, Dallas
Christine Smart	Grayson County College, Denison
Sid Streicher	Odessa College, Odessa
Jay Todes	El Centro College, Dallas

Lee College of Baytown had a program but its representative was unable to attend this conference.

At the Houston conference it was discovered that each of the original three programs had developed in a unique way according to the needs of the community, the constraints of the college, and the beliefs of the instructor-coordinator involved. After much discussion, it was decided that variety and uniqueness were admirable qualities for these programs and that such qualities would enable the programs to better serve the diverse communities and students throughout the State.

This philosophy has prevailed and today we have a wide assortment of Mid-Management curricula, assigned to various divisions of the colleges. They give different amounts of credit for courses and internship experiences and they award Associate degrees in Arts, Science, or Applied Science.

Given the freedom to develop according to the needs and talents of those involved in the process, the Mid-Management programs in Texas have grown and diversified at a remarkable rate. During the year 1967-1968, 480 students were enrolled in the programs; 14 full-time and 5 part-time Mid-Management faculty members were employed, and the records of the Texas Education Agency show that 11 students completed Mid-Management programs in the spring of 1968. In 1973-1974, 8,596 students were enrolled at 37 junior/community colleges then having Mid-Management programs. The faculty lists had grown to 105 full-time instructor-coordinators and 139 part-time instructors. A total of 2,351 students completed their programs in the spring of 1974. This remarkable growth rate in eight years clearly shows that Mid-Management programs in Texas are meeting the needs of students and communities! The statistics in this paragraph were obtained from the records of the Post-Secondary Division, Occupational Education and Technology, of the Texas Education Agency.

Following the second workshop the nature of Mid-Management programs in Texas began to change from the original concept of post-secondary Distributive Education programs to

community college supervisory management programs in marketing, distribution, industrial and service occupations. The reason for the evolution is apparent when one teaches courses in Human Relations, Supervisory Techniques, Communications, Principles of Management, and Industrial Supervision. The knowledge and techniques that one learns about understanding people, supervising people, planning, organizing, directing, and controlling apply no matter where the people work or what they do on their jobs. Therefore, a core of management courses was designed by each college, along with the specialized courses which were needed by their students to enter and progress in specific fields. Mid-Management rapidly developed into an "umbrella" type of program with specialized programs attached to it. The specialized courses of study use the core of management and business courses and add specific courses needed by their majors. Hotel and Restaurant Management and Real Estate programs were established in four colleges as early as the 1967-1968 academic year. The following list of program titles illustrates the diversity of these programs:

Aviation Management	Real Estate
Banking and Finance	Hotel/Restaurant Management
Commercial Transportation	Retail Management
Fashion Merchandising	Industrial Management
Food Marketing	Import/Export Management
General Management	General Marketing

Mr. D. W. Thomas was appointed Consultant to the Texas Education Agency for Post-Secondary Occupational and Technical Programs in 1968. He is directly responsible for the Mid-

Management programs. The Mid-Management Coordinators' Workshop was held in Austin that year and was again scheduled in conjunction with the annual Distributive Education Conference. The number of colleges represented had increased to 16 with the addition of Howard College of Big Spring; McLennan Community College of Waco; Paris Junior College of Paris; South Plains Junior College of Levelland; Tarrant County Junior College, Northeast Campus; Temple Junior College of Temple; and Tyler Junior College of Tyler. Twenty-one instructor-coordinators were in attendance. Two important items under discussion were a professional organization for faculty members and a student organization. The group formed the Texas Association of Mid-Management Educators and elected Sid Streicher of Odessa College as its first president.

In December of 1968, the American Vocational Association (AVA) held its National Convention in Dallas. Texas Mid-Management coordinators met with representatives from community colleges and around the nation and formed the National Association of Management Educators (NAME). June Huckabee of Tarrant County Junior College was elected the first president. The name of our State organization was changed to the Texas Junior College Management Educators Association (TJCMEA), and Jay Todes of El Centro College was named president-elect to take office in August 1969.

The fourth coordinators' workshop, in 1969, was held in Corpus Christi and this marked the last time they were to

meet with the Distributive Education Conference. The roster for 1969-1970 listed 19 colleges and 35 full-time instructor-coordinators. The new colleges were Texas Southmost College of Brownsville, Navarro Junior College of Corsicana, and Laredo Junior College of Laredo.

At the Texas Junior College Teachers' Association meeting in Austin in February 1970, Mr. John Hudson, Director of Professional Services for AVA, met with the Mid-Management section. Members hoped that NAME would be recognized as a separate division of AVA and that the Texas Mid-Management instructor-coordinators would be able to affiliate with AVA through TJCMEA. Mr. Hudson advised the group, however, that TJCMEA would have to affiliate with AVA through one of the existing divisions--either Distributive Education or the Post-Secondary Division of Technical Education. The group decided to affiliate with AVA through the Post-Secondary Division. On the State level, TJCMEA is a recognized section of the Texas Junior College Teachers' Association. Individual instructor-coordinators join the various organizations according to their own needs and wants. Most are members of TJCMEA.

By 1970, when the Fifth Annual Workshop was held in Austin, there were 27 colleges represented and 44 full-time instructor-coordinators. New colleges were Eastfield College of Dallas; Henderson County Junior College of Athens; Lamar University of Beaumont; Bee County College of Beeville;

Mountain View College of Dallas; Galveston College of Galveston; Midland College of Midland; and College of the Mainland of Texas City.

The formation of student organizations was an important item on the agenda at the third, fourth, and fifth workshops. Some of the instructor-coordinators decided early that the Junior Collegiate division of DECA would meet the needs of their students best and began to form this organization on the State level with an affiliation with National DECA. Others, who believed that their students had different needs, felt that another type of organization would better serve their needs. Some of these formed local Mid-Management clubs and some affiliated with other state and national organizations.

Mid-Management programs continued to grow. In 1971, there were 67 full-time instructor-coordinators representing 30 colleges. On the roster for the first time were Cooke County College of Gainesville; Texarkana College of Texarkana; and Western Texas College of Snyder.

During 1972, the number of students registered in Mid-Management jumped from 4,072 to 7,233 and 96 full-time instructor-coordinators represented 33 colleges. Colleges which were new to the program included Del Mar College of Corpus Christi, Richland College of Dallas, and El Paso Community College of El Paso.

During 1973, representatives of Alvin Junior College of Alvin and Frank Phillips College of Borger joined the

Mid-Management group. Austin Community College of Austin and Vernon Regional Junior College of Vernon joined in 1974. With the addition, in 1975, of Houston Community College of Houston, North Harris Junior College of Houston, and Tarrant County Junior College, Northwest Campus, the total number of colleges with Mid-Management programs had grown to 39 which represented 70 percent of the community colleges in Texas.

During 1980, 47 community college districts representing 100 percent of all the public community colleges had implemented some phase of the Mid-Management Program. As colleges expanded programs additional faculty were employed. In 1980-81, 193 full-time instructor-coordinators were employed throughout the state.

The history of Mid-Management shows a continuous growth trend in numbers of colleges, students enrolled, instructor-coordinators, and graduates. The growth patterns which developed in the Mid-Management programs through 1975 continued as the decade of the '70s ended and the '80s began. By 1980, Mid-Management programs were in operation in every public community/junior college in Texas, and the 1980-81 roster contained listings of 60 different campuses with a total of 193 instructors.

A major change developed after the 64th Texas Legislature changed the Real Estate licensure laws during its 1975 session. Many of the community/junior colleges that added real estate programs to their curricula based these

programs in the Mid-Management departments. Although the instructors of real estate formed their own organization, Texas Real Estate Teachers Association, in 1976, many of them met during the annual Mid-Management workshop in August, and the communication between Mid-Management and Real Estate instructors has been very close.

As the number of colleges with Mid-Management programs reached its maximum number, the growth of Mid-Management continued with the establishment of larger numbers of specialized programs. These grew as the needs for such programs became evident in the various communities served by community/junior colleges. The individual flavor of the programs has continued to be evident and the strength of the Mid-Management programs continues to be service to their individual communities through either general or specialized program offerings.

1.3 A Philosophy of Mid-Management Programs

Cooperative internship training is the central core of a Mid-Management program. Section 171 of the Amendments to the Vocational Education Act of 1963 states:

> The Congress finds that cooperative work-study programs offer many advantages in preparing young people for employment. Through such programs meaningful work experience is combined with formal education enabling students to acquire knowledge, skills, and appropriate attitudes. Such programs remove the artificial barriers which separate work and education and, by involving educators with employers, create interaction whereby the needs and problems of

both are made known. Such interaction makes it possible for occupational curricula to be revised to reflect current needs in various occupations.

Cooperative internship training is the distinctive difference between Mid-Management programs and other college or university management programs. It provides the avenue for relating management techniques to the real work situation. Cooperative internship training which is carefully planned by student, employer, and instructor-coordinator encourages students to apply many of the theories they are studying to the job as they learn. It is felt that they will remember and use more of their management education if it is a part of their life experience.

Since management as a purely academic subject can be learned and forgotten without practice, instructors of Mid-Management courses constantly search for ways to make their courses more vocational in nature. They use cases, games, demonstrations, and projects to simulate the work situation and give students an opportunity to apply their knowledge to a management problem.

The coordinator of cooperative internship training assumes responsibility for helping students determine their career goals, placing them in jobs where they can realize some of their goals, working with students and employers to develop sequential learning experiences which will enable students to advance on the job, helping students relate

classroom theory and technique to work experiences, evaluating students' progress in an objective manner, and advising students of their progress.

1.4 Benefits of Mid-Management Programs

1.41 Benefits for the Student

Mid-Management students are better oriented to the long-term outlook of the business world than their counterparts in the traditional liberal arts curricula. The routine of day-to-day study is regularly relieved for Mid-Management students through the internship training portion of the program where they are able to apply the theories they have learned in the classroom to actual job situations. The internship phase of the program also provides students with an opportunity to explore a chosen field and assists in selecting a career. Students from traditional college programs may not learn until after graduation whether or not they have made wise career decisions. Mid-Management students, on the other hand, through their association with others in the business world, are able to learn whether their career choices are good ones.

Mid-Management students realize they are receiving a superior education because they are able to apply, on the job, the theories they study in the classroom. Moreover, they learn how to get along with people and how to be a part of a

team in business, in industry, or in a profession. They know that they will be more valuable employees than will the young men and women who enter the full-time job market without having had the internship experience. The experience they gain during the internship program gives them a good start in their careers. Many graduates of Mid-Management programs have been granted rapid entry into company management training programs.

1.42 Benefits for the Employers

Employers of Mid-Management students receive the benefits of highly motivated men and women. They have also launched within their organizations a superior type of training program designed to knit their firms more closely to the communities they serve.

Employers who have experience with Mid-Management students hired as internship trainees often prefer to retain those students after they graduate from the program. This provides one of the greatest benefits employers realize from the program. They know that these students have received a good education plus meaningful experience, and that they can be expected to know how to work and grow in their jobs.

Many employers look upon the Mid-Management internship feature as a special type of recruitment program since past records show that a large percentage of all internship

service is, of course, the primary reason for the existence of any community college.

1.44 Benefits for the Community

Through the instructor-coordinators, the students, and the advisory committees, Mid-Management programs help create a greater understanding between the college and the community, as the college perceives community needs and ways of serving those needs.

The daily contacts between instructor-coordinators, students, and employers serve to strengthen the relationship between the community and the college while also serving the needs of individual students and employers.

Advisory committees serve as communications channels which help provide the college with information necessary for making changes in curricula, for providing new jobs, and for financial assistance for students. These committees also offer suggestions for new facilities and programs.

Finally, Mid-Management programs benefit their communities by helping to provide a means for training motivated and skilled employees while it helps to promote and strengthen rapport between the college and the community. Mid-Management programs emphatically demonstrate that vocational education pays a community rather than acting as another cost.

1.5 Presidents of Texas Junior College Management Educators Association

The presidents of the Texas Junior College Management Educators Association, and the meetings and workshops at which they presided are:

Year	Name and College	Workshop	TJCTA Section Meeting
1968-1969	Sid Streicher, Odessa College	Austin	Fort Worth
1969-1970	Jay Todes, Dallas El Centro	Corpus Christi	Austin
1970-1971	Jay Todes, Dallas Eastfield	Austin	Dallas
1971-1972	Jim Godbe, San Jacinto	Houston	Galveston
1972-1973	Evelyn Grace, Tarrant County	Dallas	Fort Worth
1973-1974	R. C. Welch, Kilgore	Dallas	San Antonio
1974-1975	John Nelson, Dallas Mountain View	San Antonio	Houston
1975-1976	Charles Runnels, Tarrant County	Corpus Christi	Dallas
1976-1977	Randy Busch, Lee College	Austin	San Antonio
1977-1978	Doug Richardson, Dallas Eastfield	Corpus Christi	San Antonio
1978-1979	Gus A. Blomquist, Del Mar	Austin	Houston
1979-1980	Perry Orand, Austin	Dallas	Dallas
1980-1981	Peter L. Irwin, Dallas Richland	San Antonio	Austin
1981-1982	Mike Farley, Del Mar	Austin	Houston

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APPENDIX A

Application for Approval of Vocational-Technical Program

Statement of Qualifications

Internship Training Plan

Local Internship Training Plan

2.0 TEXAS EDUCATION AGENCY GUIDELINES*

*From the Guide for Administration of Post-Secondary Occupational Education and Technology Programs in Texas--Revised 2/25/74

2.1 Introduction

Using the Vocational Education Act of 1963 and amendments as a guide, the Department of Occupational Education and Technology, Texas Education Agency, has developed standards that should be followed when initiating and administering Mid-Management programs as well as other vocational-technical programs. A summation of these standards is as follows:

1. The program of instruction will develop skills and knowledge required for entry into the occupation for which instruction is being provided. The program will combine and coordinate related instruction with field, shop, laboratory, cooperative work or other occupational experience which is of sufficient duration to develop competencies for employment.

2. The program of instruction will be developed and conducted in consultation with potential employers and other individuals or groups of individuals having skills in and substantive knowledge of the occupation that are in keeping with the educational program objective.

3. Classrooms, libraries, shops, laboratories, instructional equipment, supplies, teaching aids, and other materials will be adequate in supply and quality to enable those who are to be trained to meet the occupational objective for which the education is intended.

4. The instruction will be conducted and supervised by properly qualified teachers and supervisors.

5. Students enrolled in vocational-technical programs must have a declared program major which is a matter of school record.

6. Evaluation of the program of instruction will be made periodically on the State level and continuously on the local level with the results being used for necessary change or improvements in the program.

In order to assure quality through maintenance of these standards a system of approval for the initial program, curriculum changes, qualifications of personnel, and equipment has been developed and is in use. Approval for a program includes a thorough study of the individual courses comprising the curriculum, the objectives, the job opportunities of those completing the program and the adequacy of faculty, facilities, and equipment which should be made available. The program is reviewed and action recommended by a review committee. Final program approval is made by the Associate Commissioner for Occupational Education and Technology. An approved program is, therefore, the product of local planning for an educational project or package with review at the State level of the process and product the proposal describes. It is more than a collection of approved courses.

2.2 Annual Application

1. The Texas Education Agency will fund, under appropriate rules and regulations, occupational programs in public post-secondary institutions.

2. Funding will be through the use of an Annual Application.

3. Funding will be for the fiscal year beginning September 1 and ending August 31 except in special cases when the Federal fiscal year, July 1 through June 30, is used.

4. The purpose of the Annual Application is to provide an official agreement between the institution and the Texas Education Agency. It is designed to include all eligible expenditures and estimated income for operation of approved programs during the fiscal year.

5. A copy of the institution's annual operating budget, as approved by the local board, must be attached to the Annual Application.

6. Submittal of the Annual Application after the due date may result in delay of the initial advance of funds.

2.3 General Program Requirements

1. All technical-vocational programs funded by the Texas Education Agency must have prior approval of the Agency.

2. All programs will have an occupational objective. The subject matter will consist of the knowledge and skills required for the student's successful performance in the occupation. Program titles should refer to occupational objectives.

3. All programs will meet the requirements of the Texas State Plan for Vocational Education and of the Guide for Administration of Post-Secondary Occupational Education and Technology Programs in Texas.

4. All preparatory instruction funded by the Texas Education Agency will be in terms of approved

programs. All courses, seminars, practicums, etc., will be offered only as a part of an approved program.

5. A syllabus for each occupational course for which the institution is approved must be on file.

6. All programs having a licensure agency must meet requirements of that agency and must prepare the student to be licensed or certified by the statutory licensing board or agency of Texas, the Federal Government, or by an organization with widely accepted certification authority when State licensure is not required.

7. All curriculum changes must be approved by the Texas Education Agency. Change requests are accomplished by submitting both the current and revised curriculums, with a cover letter indicating the reason(s) for the change and the date that the change is to be effective. Any change in program name, course number, title, laboratory, lecture, clock hours, or in course addition, deletion, or revision, constitutes a curriculum change. Requests for curriculum changes for the fall semester must be submitted by March 31 or before catalogue printing (whichever occurs first), and for the spring semester by November 15.

2.31 Specific Program Requirements

1. Students must train at their training stations not less than 15 hours per week. Not more than 20 hours per week will be accepted for contact hour credit.

2. Cooperative training for Mid-Management students must be on, at least, the supervisory or middle management level. Exceptions may be made if a basic training period is necessary before a student may enter a higher level of training.

3. Only those students with a declared major in a distribution and marketing occupation will be admitted to the cooperative portion of the program.

2.4 Curriculum Sequence

In any two-year program, the sequence of the curriculum should be such that the students will develop some basic marketable skills during the first year.

2.5 Application For New Programs

Application for new programs will be made on Texas Education Agency form No. PSE-004R81 entitled "Application for Approval of Vocational-Technical Program." In general, each item on the application should be completed with careful attention given to details. If necessary, or desirable, supporting materials should be attached. This form is reproduced and may be found in Appendix A following this Section.

1. Application for approval of new programs must be made for each campus of multi-campus systems or district. Each program application must contain the recommendations of the local advisory committee.

2. Each course proposed for a program for which application is being made must be fully described so that its major content can be determined. The number of hours of instruction in lecture and laboratory must be shown for each course. Instructional equipment and facilities must be appropriate for the program and fully described in the application.

3. Application Deadlines. Both local schools and the Agency staff will benefit when new program proposals are submitted well in advance of the proposed beginning date. This will assure ample time for review, resolution of problem areas, modification, budget-making, and teacher selection. New programs which are to begin in September should

be submitted by May 1. New programs which are to begin the second semester should be submitted by September 15.

2.6 Program Approval

All programs will be reviewed by the Joint Program Review Committee composed of at least five professional staff members of the Texas Education Agency and the Coordinating Board, Texas College and University System. Recommended action on each program will be submitted to the Associate Commissioner for Occupational Education and Technology for final action.

2.7 Minimum Contact Hours

Distribution and Marketing. Each institution must structure the curriculum for each program in Distribution and Marketing so the program will have a clearly defined occupational objective. Each program should also have the minimum number of contact hours to enable students to gain the necessary cognitive skills in that occupational area. The following schedule of contact hours is a suggested minimum for specialized and closely related instruction in each program:

Aviation Management	500 hours
Banking Management	700 hours
Commercial Transportation	500 hours
Fashion Marketing	1,450 hours

Mid-Management . . . . . 1,450 hours

Petroleum Marketing Management . 1,450 hours

Production Management . . . . . 1,450 hours

Restaurant Management . . . . . 1,000 hours

Supermarket Management . . . . . 1,450 hours

2.8 Student Contact Hours

1. A student contact hour is one hour in which a student has contact with an instructor. (For example, 20 students X 16 weeks X 3 hours per week would equal 960 student contact hours per semester.) Lecture and laboratory hours are counted in the same manner. Auto-Tutorial sessions must be supervised by an approved instructor.

2. In cooperative programs, the hours a student spends in a training station or internship, which is supervised by a college coordinator or instructor, are counted as student contact hours. The hours a student spends in on-the-job experience that is not a part of the approved program may not be counted as student contact hours.

2.9 Uniform Reporting System

Each approved public post-secondary institution will report enrollment and contact hours utilizing the Public Junior College Uniform Reporting System Program Reports as specified in Section 31.41, Texas Education Code. Report forms and complete instructions are available from the Coordinating Board, Texas College and University System.

2.10 Review

1. In order for Agency staff members to review programs being operated in local institutions, each institution should maintain current files and records such as course syllabi, cooperative training plans, curricula and course descriptions as approved by the Agency, inventories of all equipment purchased with vocational funds, annual application, revisions, and supporting schedules, audits, follow-up data, and enrollment reports.

2. All records pertaining to financial matters must be maintained for at least five (5) years.

2.11 Evaluation and Program Review

1. Program evaluation will be conducted periodically and may consist of self-study, Agency review of ongoing programs, on-site committee evaluations, and similar activities.

2. Agency staff members will visit institutions in order to obtain certain factual information needed for statistical reports and to determine if Agency guides are being followed. Institutions will provide whatever data is required, arrange for written materials to be made available, and otherwise expedite the work of the person making the visit.

2.12 Fiscal Records

1. Verification records of expenditures, administered by local education agencies and/or public institutions under the State Plan, will be maintained in the files of the administering local agency and are subject to audit by the Texas Education Agency or the State Auditor. Such records shall be retained on file for a period of five (5) years.

2. In addition to the procedures outlined above, local education agencies and/or public institutions receiving vocational funds shall comply will all applicable State and Federal statutes, with provisions of the State Plan and with the rules and

regulations of the State Board for Vocational Education and the State Auditor.

2.13 State Audit

The accounts of the Texas Education Agency and each post-secondary institution receiving vocational funds shall be audited by the Texas State Auditor. These audits will be made annually and a copy of such audits will be available in the office of the State Auditor.

2.14 Local Audit

Each post-secondary institution shall have an annual audit made of all funds received through the State Board for Vocational Education and the Texas Education Agency. The audit shall be performed by a Texas certified or public accountant holding a permit from the Texas Board of Public Accountancy and will be for the State Fiscal year September 1 through August 31 of the following year. Such complete audit will be for all funds approved in the Annual Application for Funds for Post-Secondary Occupational Programs. The audit will also include an examination of local funds provided in support of these programs. This audit shall be filed with the Texas Education Agency on or prior to December 1, following the close of the year for which the audit was made.

2.15 Administration

1. All programs should be under the direction of a full-time dean or director of vocational education having appropriate authority to ascertain that quality is maintained in all programs and that these programs are in compliance with all requirements, directives, and laws.

2. If the institution or campus is approved as an Area Vocational School, the school will employ a vocational-technical dean or director.

3. Districts or systems with multiple campuses will employ a vocational director or supervisor for each campus which offers vocational programs.

2.16 Personnel Approval

Qualifications of vocational administrators, supervisors, instructors, counselors, or others in vocational positions must be approved by the Department of Occupational Education and Technology of the Texas Education Agency if any part of their salary is to be paid from funds appropriated for vocational education. Institutions must request approval by submitting a Statement of Qualifications to the Post-Secondary Division. This form is reproduced in Appendix A.

2.161 Qualifications of Teachers of Distrubution and Marketing

Teachers of Distribution and Marketing shall have:

1. At least a bachelor's degree and at least three years of recent occupational experience in distribution and marketing. This experience must be of such a nature as to insure an authentic knowledge of basic practice followed in retail, wholesale, service businesses, and management.

2. Upon recommendation of the local educational agency, either exceptional educational or exceptional employment qualifications of the candidate may be considered by the Associate Commissioner in approving qualifications of such candidate in lieu of those stated above.

3. Approval by the Texas Education Agency.

2.17 Approval Required

1. To receive a Technical-Vocational Instructor's Credential, an individual must be qualified as an instructor and be employed by a post-secondary institution.

2. After the institution has received approval of the Statement of Qualifications of an instructor and the instructor has been employed, the institution may request issuance of the credential.

2.18 Mid-Management Requirements

1. Mid-Management programs must be "cooperative" in nature, i.e., each student in the program must have a training station in a business or industry.

2. Each program should include at least one scheduled one-hour seminar each week in addition to other regularly scheduled classes.

3. Students must work at their training stations not less than 15 hours per week. Not more than 20 hours will be accepted by the Texas Education Agency for contact hour credit. (Refer to 2.19, Internship.)

4. Internship or cooperative training for Mid-Management students must be on, at least, the supervisory or middle-management level. Exceptions may be made if a basic training period is necessary before a student may enter a higher level of training.

5. Colleges must assume responsibility for type, quality, and level of training rendered by each sponsoring firm or business.

6. Only those students with a declared major in Mid-Management will be admitted to the internship portion of the program.

7. Mid-Management coordinators will have on file a training plan for each student. Format for training plans is included in Appendix A. Training plans will be signed by the student, employer, and coordinator.

8. Students' progress should be under the periodic surveillance of the sponsoring firm and the Mid-Management coordinator.

9. Instructors of Mid-Management programs will normally be employed for a minimum of 10 months per year, with the beginning date of employment not later than August 1. Generally, an instructor who is employed elsewhere or who has teaching duties outside the Mid-Management Program will not be approved to supervise the internship portion of a program. An exception will be made for one part-time coordinator when at least two full-time instructor-coordinators are already employed by the local institution.

2.19 Internship

1. The hours of internship, cooperative, practicum, or other meaningful work experience should normally be between the hours of 8:00 a.m. and 6:00 p.m., Monday through Friday. If the student works at other than normal working hours, or on Saturday, Sunday, or a holiday, the time may be counted as internship only if a full-time qualified faculty member is coordinating the work experience.

2. Only students working toward a degree or certificate will be counted in determining the contact hours generated in the internship portion of the program.

3. Students must work at their training station, at least, 15 hours per week. No more than 20 hours per week will be accepted for contact-hour credit. Exceptions will be made only in cases where program approval stipulates otherwise.

4. Students who are employed full-time or who have previous work experience may receive advanced standing credit in lieu of taking the internship portion of a program. An appropriate evaluation will be administered by the institution granting advanced standing credit.

5. It is recommended that students who are employed full-time not use their place of employment as a training station. In those cases where this is permitted, particular care must be exercised to ensure that the student follows an acceptable training plan and is engaged in appropriate training activities.

6. In most instances, military installations, and other government and industrial complexes of high security classification are not acceptable as locations of internship training stations. It will be the responsibility of each institution not to place students in training stations that cannot be supervised properly and where students cannot learn from changing work experiences.

7. The optimum number of students for supervision in a training station is considered to be 20. This number may be adjusted according to geographic distances between training stations or the grouping of students in a single business complex. Forty students is the maximum approved for one instructor-coordinator.

8. A training plan for each internship student must be on file at the office of the program coordinator or supervisor within 30 days following employment. The format for training plans is included in Appendix A. If locally devised plans are used, they must include all information required on the TEA plan.

9. Only those students who are declared majors of a particular program will be admitted to the internship portion of that program.

10. Each college must assume responsibility for quality of training provided by the sponsoring business firm.

2.20 Travel Requirements for School Personnel

1. Provisions must be included in the annual application for travel funds for appropriate local personnel in order that they may carry out their duties.

2. Appropriate local personnel are expected to attend agency-sponsored conferences and advisory committee meetings which may be called from time to time.

APPENDIX A

Application for Approval of New Vocational-Technical Program

Statement of Qualifications

Internship Training Plan

Local Internship Training Plan

Institution Name

Campus or Approved Out-Of-District Location

TEXAS EDUCATION AGENCY
Division of Post-Secondary Programs

APPLICATION FOR APPROVAL OF VOCATIONAL-TECHNICAL PROGRAM

District and Campus Code
TEA Program Code
Funding Category

TEA Use Only

Program Area
( ) Agriculture ( ) Homemaking ( ) Dist. & Mktg. ( ) Office Occup. ( ) Industrial ( ) Health Occup. ( ) Technical ( ) Related

1. Program Title: _____ Length Wks./Sems. Contact Hours

   a. Degree _____ _____ _____

   b. Certificate _____ _____ _____

   c. Option(s) _____ _____ _____

   _____ _____ _____

2. Beginning Date/Semester _____, 19 _____.

3. Estimated Student Enrollment: Full time _____ Part time _____

4. Attach Program Objective(s) (State as training outcomes)

5. Program Development:

   a. Attach list of program Advisory Committee members; including names, addresses, titles, and company or employer of each member.
   Include the minutes or a summary of all meetings involving program planning.

   b. Name of TEA Post-Secondary consultant assisting in development of the program _____

   c. Name of external agency, if applicable, which will certify or license program graduates and status of program acceptance by that agency:

_____

Name & Title of School Official Preparing this report:	Telephone No.	Date

_____
Signature of School Official

Submit in triplicate to:
Texas Education Agency
Division of Post-Secondary Programs
201 East Eleventh Street
Austin, Texas 78701

PSE-004R81

6. Approval Criteria:
Check method(s) used in determining the need for the proposed program.

a. Manpower Needs and Job Opportunities. (Attach summary of findings.)

_____ Texas Employment Commission

_____ Area and Community Surveys

_____ Industrial Surveys

_____ Local Progam Advisors

_____ State 1202 Commission_____

_____ Other(s)_____

b. Vocational Education Needs of Students to be Served. (Attach summary of findings.)

_____ Interest survey of high school students

_____ Educational surveys by civic groups

_____ Personnel directors from business and industry

_____ Parent groups

_____ Other(s)_____

c. Coordination with other Manpower Training Sources:

Include a brief narrative describing the manner in which the proposed program was coordinated with other manpower training sources such as CETA, local ISD's, etc.

7. Ability to Provide Initial Resources:

a. Attach a description of the facilities and equipment that will be available for the program.

b. If appropriate, attach copies of affiliation agreement(s) between the college and affiliating agency for programs which include substantial on-site clinical or field experiences.

8. a. Attach the proposed curriculum design with course identification number, title, and the total number of lecture, laboratory, contact hours, and semester hour credit (if appropriate) for each core, related, and general education courses.

b. Provide a complete course description for all core and related courses of the program.

Submitted by _____
Dean/Director of Occupational Education

_____ _____
President or Chief School Administrator Date

Reviewed by _____ Approved by _____ _____
TEA Consultant Post-Secondary Division Date

College and Campus

District and Campus Code

TEXAS EDUCATION AGENCY
POST-SECONDARY OCCUPATIONAL EDUCATION AND TECHNOLOGY
201 East 11 Street
Austin, Texas 78701

STATEMENT OF QUALIFICATIONS

Program or Course Applicant Will Teach

I _____
First Name Middle/Maiden Social Security No.

_____
Address City State Zip Code Phone Number

School Attended: _____
Name of School City State

Graduate ( ) GED Equivalent ( ) Date _____

4. Trade School, College or University Attended	Dates From	Dates To	Semester Hours Completed	Degree-Date

Bachelor's Degree: Major _____ Minor _____

Master's Degree: Major _____ Minor _____

Doctor's Degree: Major _____ Minor _____

5. Work Experience: Give most recent experience first. List all trade and/or occupational experience including teaching experience.

Dates of Employment From Mo. Yr.	Dates of Employment To Mo. Yr.	Average Hours Per Week	Name & Address of Employer (Firm or Institution)	Trade or Skilled Work Performed by You.

Total months of work experience in occupational field for which application is made _____.
Full time _____; Part time _____.

College Will Return To:
Director
Post-Secondary Occupational Education and Technology
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701

(over)

PSE028

6. If you have a certificate, license, permit, etc., to work in the occupation you are applying to teach, give name, number, date of issue and issuing agency: _____

_____

7. Related vocational teacher training or other specific occupational courses, other than courses on your transcript.

Institution	Courses Completed	Hours	Date Completed

8. Attachments including transcripts and resume may be added as needed to supply data. It is requested attachments be as brief as possible. Copies of transcripts are frequently necessary for approval consideration. If a copy is not enclosed, but required, a copy will be requested.

NOTARY'S ACKNOWLEDGEMENT

STATE OF TEXAS

COUNTY OF _____

I, _____, swear (or affirm) that the above information is to the best of my knowledge true and correct. I agree to avail myself for specialized teacher-training courses at an approved educational institution, or workshops conducted or sponsored by the Texas Education Agency.

Signature _____
(Name in Full)

Sworn to me this _____ day of _____, 19____.

_____ Notary Public

TO BE COMPLETED BY EMPLOYING INSTITUTION

If approved by the Texas Education Agency, this applicant will be considered for:

Position
( ) Administrator
( ) Supervisor
( ) Counselor
( ) Teacher
( ) Teacher-Coord.
( ) Lab. Asst.

Instructional Area
( ) Agriculture
( ) Homemaking
( ) Dist. & Mkt.
( ) Office Occup.
( ) Industrial
( ) Health Occup.
( ) Technical
( ) Adult/CE
( ) Related

_____
Signature, Technical-Vocational Administrator

Date _____

TEA USE ONLY

Date _____ Approved by _____
Post-Secondary Occupational Education and Technology

Post-Secondary Institution

Address

19___ to 19___

Texas Education Agency
Division of Post-Secondary
Occupational Education and
Technology

INTERNSHIP TRAINING PLAN

Name of student _____ Age _____ Sex _____

Sponsoring firm _____ Dept. _____

Training Supervisor _____ Title _____

Student's present position _____

Student's internship objective _____

Internship starting date _____

The normal hours of internship are: Additional hours: _____

Monday Tuesday Wednesday Thursday Friday

Plan for reaching internship objective. (List planned experiences, duties and activities, as required, that will enable the student to reach stated objectives.)

This document is not a legal contract and may be terminated at the discretion of the employer or teacher-coordinator.

Student's Signature

Training Supervisor

Teacher-Coordinator

INTERNSHIP TRAINING PLAN

(LOCAL)

Date _____, 197___ Semester _____ Course Number and Section _____

Name of Student _____ Age _____ Sex _____

Employer _____ Location _____

Supervisor _____ Title _____ Telephone _____

Student's present position _____

Internship starting date _____

The normal hours of internship are:

Monday	Tuesday	Wednesday	Thursday	Friday
_____ M to _____ M	_____ M to _____ M	_____ M to _____ M	_____ M to _____ M	_____ M to _____ M

Additional Hours: _____ Total Hours per Week: _____

Student's internship objectives: _____

PLAN FOR REACHING INTERNSHIP OBJECTIVES. (List planned experiences, duties and activities, as required, that will enable the student to reach stated objectives.)

This training plan is not a legal contract and may be terminated at the discretion of the employer or the instructor coordinator.

_____ STUDENT'S SIGNATURE

_____ SUPERVISOR'S SIGNATURE

_____ COORDINATOR'S SIGNATURE

For use of Dean of Technical Education:

Contact Hours per week to be reported to Texas Education Agency _____

Dean – White
Registrar – Canary
Coordinator – Pink
Supervisor – Gold

_____ SIGNATURE DEAN – TECHNICAL EDUCATION

3.0 PLANNING AND DEVELOPING PROGRAMS

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APPENDIX B

Mid-Management Program Survey

3.0 PLANNING AND DEVELOPING PROGRAMS

3.1 Local Planning

Careful planning is essential before the Mid-Management program becomes a reality on a college campus. Time is needed to win the support of local employers, prepare faculty for this new cooperative vocational program, recruit and counsel prospective students and employ necessary personnel to supervise and operate the program.

One of the first steps may be the formation of a task-force committee to determine the need for and purposes of a Mid-Management program. Traditionally, the director of vocational programs and the president of the college select the members of a task-force committee. This committee should represent a cross section of the local area's business and industrial leaders as well as prominent and key businessmen who may identify local employment needs and provide support for the program once it begins. (See Appendix B)

After the task-force committee has established a need for the Mid-Management program, a steering committee may be appointed to assist and advise in obtaining more information on training needs of the local area. Data must be gathered on employment openings, future trends and current needs of the local community.

3.11 Feasibility Study

This study is conducted to:

1. Determine how well present vocational programs are meeting the needs of the student.
2. Determine skill levels needed for positions in industrial and business occupations.
3. Review the response of a formal survey and interviews with the local business and industrial community to determine their support and interest in a Mid-Management program.
4. Review manpower needs with all employment services--state and private--in the community.

3.12 Financial Support

The financial budget should be planned to purchase necessary reference materials, related trade publications and audio-visual materials (see Section 5.5).

3.13 Objectives of Program

In preparing program objectives for Mid-Management, these points may be considered:

1. Skill-level needs of students.
2. Specific needs of local occupational areas of management.
3. Training required to meet community needs.
4. Philosophy of the college and the community-business environment.

3.14 Program Evaluation

It is important to realize during the early stages of planning a Mid-Management program that follow-up studies will help in evaluating the success of the program. The follow-up should occur after one, three, and five years and include graduates as well as those who withdrew before completion. Included in the survey may be such questions as:

1. Were students disappointed in the instruction and/or material covered?
2. Did they lose interest in education?
3. Did they not fully understand the objectives of the program when they enrolled?

Listed below are sources of information on occupational planning:

1. American Management Association
   135 West 50th Street
   New York, N. Y. 10020

   (Professional management executives in industry, commerce, government, charitable and non-commercial organizations, university teachers of management.)

2. American Society for Training and Development
   P. O. Box 5307
   Madison, Wisconsin 53705

   (Professional society of persons engaged in training and development of business, industrial, and government personnel.)

3. Local Chambers of Commerce

4. Dictionary of Occupational Titles, 1977, Volume I, Definition of Titles, Fourth Edition.
(Volume was published by the U. S. Department of Labor.)

Available from: Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

5. Occupational Outlook Handbook
Published by the Bureau of Labor Statistics, U. S. Department of Labor, and includes current employment information, training requirements, and earnings.

Available from: Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

6. Occupational Outlook Quarterly
Published by the Bureau of Labor Statistics and updates occupational information between editions of the Handbook.

Available from: Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

7. Personnel and Guidance Journal

The official journal of the American Personnel and Guidance Association. Published ten times a year--monthly from September to June. Membership in APGA includes a subscription.

Available from: APGA Headquarters
1607 New Hampshire Avenue, N.W.
Washington, D. C. 20009

8. Postsecondary Educational Supply and Occupational Demand in Texas

Published by the State 1202 Commission as the fourth in a series of postsecondary educational supply and occupational demand reports. Prepared by the Coordinating Board, Texas College and University System.

Available from: Office, Postsecondary Educational Planning Coordinating Board
Texas College and University System
P. O. Box 12788, Capitol Station
Austin, Texas 78711

9. United States Office of Education
400 Maryland Avenue, S.W.
Washington, D. C. 20202

10. Vocational Guidance Quarterly

Published four times a year beginning in September. This is the official publication of the National Vocational Guidance Association, a division of the American Personnel and Guidance Association. This professional journal deals with such topics as vocational development, vocational

planning, occupational choice, preparation for occupations, labor market dynamics, job finding, and job satisfaction.

Available from: American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D. C. 20009

3.2 Program Development

3.21 Community Survey

A survey of community needs may be conducted through questionnaires and/or informal interviews. Following are questions that should be considered:

1. Is there sufficient interest among potential employers for a Mid-Management program to be developed?
2. How many potential employers agree to provide worthwhile training stations?
3. Is there a shortage of supervisory and other middle-management personnel in the local business/industrial community?
4. What are the short- and long-range needs for trained, full-time workers?
5. What are the training needs for management positions?
6. Would a Mid-Management program help significantly in solving the needs for current and future managers?

In collecting needed data for course offerings and for recruiting students, a survey checklist similar to the one found in Appendix B might be of use.

3.22 Steering Committee

Establishing a steering committee for organizing and implementing a Mid-Management program is a necessary first step.

The steering committee will help to assure that the Mid-Management program will relate positively to the local business community to meet local needs. The membership of the steering committee should include representation from:

1. Large, medium, and small businesses.
2. Labor unions.
3. Governmental agencies.
4. The college student population.
5. A recent graduate (if possible) working in the management field.
6. Dean of occupational Education.
7. All Mid-Management instructor-coordinators.

Members are suggested by the instructor-coordinator and approved through the Dean/Director of Technical-Occupational Education and the president of the college. Steering committees may range from 6 to 12 members. Each member's term may last until the Mid-Management program is

underway, at which time steering committee members may be appointed as members of the Mid-Management Advisory Committee (see Section 5.7).

3.23 Application For A Mid-Management Program

When the community survey indicates a need for a Mid-Management program and the steering committee members are supportive, a plan of operations may then be prepared.

To obtain approval from the Texas Education Agency, a formal application must be submitted by the local college to the Division of Occupational Education and Technology, and must include the following information and assurances (see Section 2.5):

1. The specific objectives of the program.
2. Justification of the need for the program.
3. Financial arrangements and a projected budget for supporting the program.
4. Guidelines including specific items such as the duration of the program--with dates, methods of instruction, daily schedules, use of instructional aids and materials, rotation of student-learners in job-related experiences, termination date.
5. Statement of how the program will contribute to attaining the objectives of vocational education.
6. Qualifications of teachers and other personnel with responsibilities for the program.

7. Participation of public and private employers.
8. Number of private non-profit school students and degree and manner of participation of such students.*

*Texas State Plan for Vocational Education under the Vocational Education Amendment of 1968, Fiscal Year 1976, Texas Education Agency, Austin, Texas, May, 1975, p. 91.

3.24 Qualifications of The Instructor-Coordinator

The instructor-coordinator should have:

1. The education, appropriate work experience, and credentials needed to conduct related classes.
2. An adequate understanding of the areas of employment in which the students being supervised are employed.
3. The personality traits required to meet, successfully, large numbers of people, including employers in many types of establishments, students of varying skills and personalities, and fellow workers.
4. Good judgment, since aspects of Mid-Management education cannot readily be reduced to a few clear-cut rules.

The instructor-coordinator should become competent in:

1. Selection and guidance of students.

2. Enlisting and coordinating the participation of employers.
3. Handling personal and educational problems of students.
4. Directing vocational organization activities.
5. Administering the program
6. Maintaining good public relations.
7. Applying Federal and State laws relating to Mid-Management education. (See Section 2.0, TEA Guidelines.)

3.25 Job Description of An Instructor-Coordinator

An instructor-coordinator is usually given total responsibility for directing the training and related instruction for a group of students preparing for occupations in a single career field. The size of the group is contingent upon the geographical area to be served and the learning rate of the students. The duties and tasks performed by the instructor-coordinator may be categorized as follows:

1. Planning The Program and Curriculum

   Planning program objectives

   Research and planning--surveys

   Organizing and working with advisory committee

   Planning curriculum (see Section 4.0)

   Writing syllabi for courses

2. Selecting and Guiding Students

   Describing the program to students

   Working with guidance personnel

   Providing occupational information

   Counseling students about entering the program

   Gathering information on students

   Assisting students in formulating realistic career objectives

3. Placing Students In Training-Station Jobs

   Enlisting participation by cooperating employers

   Approving suitable training stations for each student

   Orienting employers, training supervisors, and co-workers

   Preparing students for job interviews

   Placing students on jobs suited to their interests and abilities

4. Assisting Students in Adjusting to Their Work Environment

   Helping students on their jobs

   Dealing with job problems

   Planning personal development with training supervisors and students

   Evaluating job progress

5. Improving Training Done On The Job

   Establishing student job responsibilities

   Developing training profiles, or training plans

   Consulting and assisting training supervisors

6. Correlating Classroom Instruction With On-The-Job Training

   Determining needed instruction

   Assembling instructional materials

   Preparing for instruction

   Teaching classes

   Directing individual projects and study

   Obtaining assistance from other teachers

   Advising the employer and the immediate students supervised on the job on correlating classroom instruction with duties to be performed

   Evaluating learning objectives

7. Assisting Students in Making Personal Adjustments

   Aiding students in correcting poor personal habits

   Counseling students with personal and socio-economic problems

   Assisting students with educational problems

   Resolving behavioral problems

8. Sponsoring Vocational Student Organization If Applicable

   Guiding students in DECA activities

   Participating in activities of professional organizations

9. Providing Services To Graduates and Adults

   Providing guidance and placement services for graduates

   Cooperating in the planning and operation of adult vocational education courses complimentary to Mid-Management

10. Functioning Effectively In The Following Areas

   Communicating school policy

   Preparing reports

   Budgeting

   Participating in professional meetings

11. Maintaining Good Public Relations

   Working with the public information office in planning and preparing publicity and contacting news media

   Maintaining communication with unions, community, employers, faculty, college administrators, and student body

3.3 Texas Education Agency Approval

After approval of the new Mid-Management program by the Director of the Post-Secondary Division, Occupational Education and Technology, the Texas Education Agency, each college must submit an annual application for funding which includes the Mid-Management program. The amount of this funding is computed on a contact-hour basis.

3.31 Definition of Contact Hour

The Texas Education Agency's definition of a contact hour is: "A student contact hour is one hour in which a student has contact with an instructor. For example, classroom hours are calculated as 20 students x 16 weeks (a semester) x 3 hours per week would equal 960 student contact hours. A class period of 50 to 60 minutes is considered to be one hour.

Current TEA policy limits internship contact hours to 20 hours per student, per week.

3.32 Method of Funding

Each community-junior college receives a biennial appropriation which is determined by applying a set of formula rates to the total hours generated during the "base" year.

1. The base year includes the 2 summer semesters, fall semester, and spring semester of the year preceding the first year of the biennium.
2. The line item appropriation to each college and the formula rates appear in the appropriation bill.
3. There is a contingency fund, shared by colleges, which has increased student contact hours.
4. To determine the amount of contingency funds received by each college, the student contact hours in each vocational program which are in excess of the base year are multiplied by the appropriate formula rate and added to determine a total.

5. In those cases where there are less contact hours than previously, the decrease is multiplied by the rate and subtracted from the total.
6. Colleges receive the total amount earned, or a percentage of it, if sufficient funds are not available.

Before each biennium a study is conducted of all costs at each community/junior college. From these cost-studies the formula rates are determined and recommended to the legislature for use in appropriations. A copy of the rates for a current biennium may be secured from the Texas Education Agency, Division of Post-Secondary Education.

3.321 Sample Funding Calculation

Assume that you are the only instructor-coordinator at your college. You teach one, three-semester-hour Mid-Management class with an enrollment of 20, conduct a one-hour seminar weekly, and coordinate your 40 Mid-Management students. The procedure for computing contact hours would be as follows:

Formula: Number hours per week class meets X number weeks in a semester X number of students=contact hrs.

Class:	3 hours per wk X 16 wks X 20 students =	960 hrs
Seminar:	1 hour per wk X 16 wks X 40 students =	640 hrs
Internship:	20 hours per wk X 16 wks X 40 students =	12,800 hrs
	Total Contact Hours	14,400
	Funding Rate (1981-82)	$2.20
		$31,680

The contact-hour funding-rate changes periodically. The projected rate for 1982-1983 is $2.38.

3.4 Student and Professional Organizations

Many Mid-Management instructor-coordinators incorporate into their programs a management-related club or organization as an important part of the student's educational experience. These clubs or organizations give the students the opportunity to affiliate with people in the profession of management who are dedicated toward the highest ideals in management. Collegiate chapters are encouraged by these organizations to give students greater opportunities to learn more about management.

3.41 Distributive Education Clubs of America (DECA)

The most active of these organizations is the Distributive Education Clubs of America (DECA). DECA is a program of student activities related to Mid-Management Education and is the only program endorsed and supported by the Texas Education Agency. It is an integral part of the Mid-Management program and is designed to aid in the development of future business and industrial leaders. Each year the Junior Collegiate DECA of Texas participates in a State Leadership Conference. The State winners of contests in areas related to distribution and management may compete at the National Career Development Conference.

For more information, contact the State Consultant for a copy of the DECA Handbook.

3.411 Junior Collegiate DECA As A Student Organization

The value of DECA lies in the fact that the students are active. DECA is a student organization--planned, directed, controlled and financed by students. The instructor-coordinator is an advisor and should never attempt to go beyond that role. Keep in mind, however, that the sponsor has the responsibility of ensuring that the DECA activities enhance and support the Mid-Management program, its students, and the school. Further responsibilities of the instructor-coordinator are outlined in the next segment of this section.

When students become involved in DECA, they develop those desired human relations skills necessary for career development. DECA activities offer the student many learning experiences that may not be available in the formal classroom. DECA experiences are designed to:

1. Encourage social interaction among fellow students and the advisor--developing a rapport not possible in the formal classroom.
2. Offer a method of learning and teaching through special projects and activities.
3. Provide a means of individual expression and creativity in a social environment.
4. Establish higher standards of performance for both student and advisor through competition.
5. Develop an understanding of civic and social responsibilities.

6. Provide motivation and stimulation for both the student and advisor--to reach maximum potential through activities and competition.
7. Provide the opportunity for student achievement and recognition through competition and school or community activities.
8. Offer opportunities to develop and strengthen the confidence of students in themselves and their work.
9. Develop character and train for useful citizenship.
10. Create more interest and understanding in the intelligent choice of career occupations.

3.412 Why Join Junior Collegiate DECA?

1. DECA is the only National organization working full time to create good public relations attitudes toward all chapters.
2. DECA maintains a series of State and National competitive events--all designed to stimulate and motivate student interest, career encouragement and occupational competence.
3. DECA promotes prestige and recognition of chapters all over the Nation, and is recognized by leaders in education and business.
4. DECA encourages individual and group initiative and competition, thus helping to develop future leaders.

5. DECA chapters and State associations have opportunity for National recognition via the National Career Development Conference and other member service activities.
6. DECA provides each individual member with opportunities to become more aware of America's system of free enterprise.

3.42 Administrative Management Society

Administrative Management Society was founded in 1919 and has a membership of more than 15,500. Membership in the AMS is open to those whose chief work lies in the administrative management field, as well as those who have an academic interest in the subject, such as professors and teachers. The society sponsors professional accreditation programs for Certified Administrative Managers.

APPENDIX B

Mid-Management Program Survey

Mid-Management Program Survey

(Please check the appropriate spaces.)

Should the Community College offer a management training program? Yes _____ No _____

I would definitely be interested in enrolling in one or more management courses. Yes _____ No _____

I prefer classes in the: Morning _____ Afternoon _____ Night _____

My best days (or evenings) for classes would be:

Monday _____ Tuesday _____ Wednesday _____

Thursday _____ Friday _____ Saturday _____

Courses in which I am most interested are:

Principles of Management _____

Public Relations _____

Personnel Management _____

Marketing _____

Salesmanship _____

Advertising _____

Communications _____

Human Relations _____

Supervision _____

Customer Relations _____

Small Business Management _____

Retail Business Management _____

Industrial Management _____

4.0 CURRICULUM AND INSTRUCTION

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APPENDIX C

Course Titles or Program Areas

Mid-Management Courses in Texas Community Colleges

4.0 CURRICULUM AND INSTRUCTION

4.1 Introduction

This section is an expansion of the process in Section 3 that includes the development of a program. One of the major strengths of the Mid-Management program is its response to community needs, and in the ability to develop specialized areas of concentration under the umbrella of Mid-Management. This section will deal with the procedures and suggestions for developing a new program or modifying an existing program. This process will begin after a community survey has shown that: 1) the program is needed, and 2) the program will be reasonably assured of a continuing demand for graduates. This suggested process is rapidly becoming mandatory for acceptable programs, and most successful Mid-Management curriculums have evolved from a similar process.

4.2 Procedures for Developing a Vocational Curriculum and Courses

4.21 Model for Program Development

There are three phases in developing vocational instruction. These phases are interrelated and serve as a basis for modifying existing programs as well as developing new programs. The diagram in Figure 1 shows these phases and their relationship.

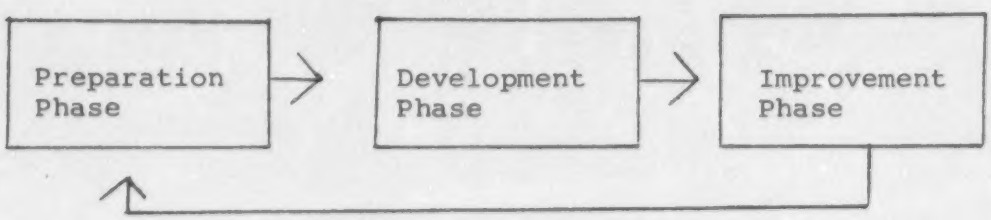

Figure 1

Each of these phases will be explained in detail in the following sections. Primarily, this calls for performance orientation rather than subject-matter orientation.

4.22 The Preparation Phase

The first step in the preparation phase is to develop a general description of what a person does in performing the job. This description should be short and concise and should then be followed by a detailed job analysis (see Section 4.23). The next step is a description of the target population as it really is--not as we would like it to be. Program prerequisites evolve from the target population; concurrently, program objectives are developed, based on the job analysis. The program objectives and program prerequisites are mutually exclusive and each desired performance capability should be present in one or the other but not both of these categories. Based on the prerequisites, admission standards are established which may include examinations in addition to qualifications required of the individual; remedial work may also be required. When possible, criteria should be developed that will, if met, define successful performance of the student when graduating. An outline of the preparation phase follows in Figure 2.

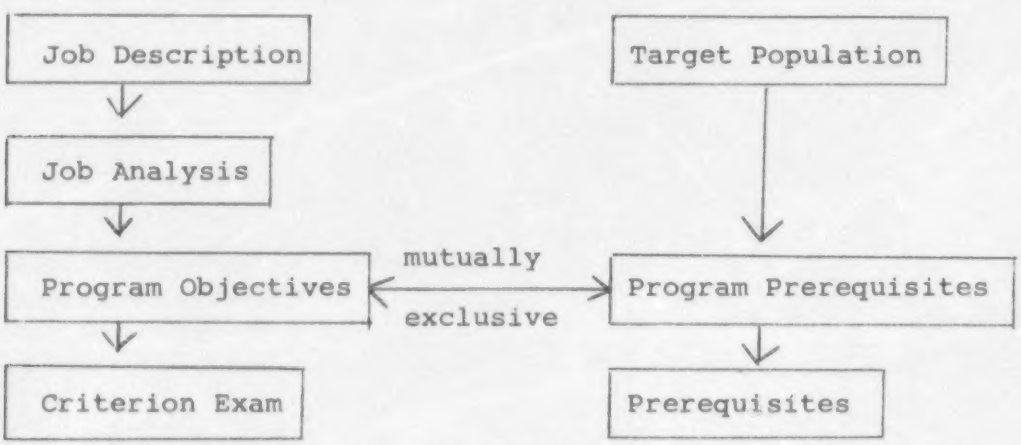

Figure 2

4.23 Job Analysis

The job analysis in Mid-Management requires breaking the job down into duties that are large areas of general responsibility. Duties are further broken down into functions or tasks that are required to perform the duty successfully. For example, the duty of a production supervisor to participate in the staffing and training functions could be broken down into:

1. Interview job applicants.
2. Orient new employees.
3. Train new employees.

In the process of listing the functions or tasks, each should be evaluated as to frequency of use, importance, and learning difficulty. This process serves as a basis for the development phase. Whenever possible, the job analysis should be evaluated by persons knowledgeable in the field even though the developer may be very knowledgeable.

4.24 The Development Phase

With program objectives and student prerequisite abilities known, the most important part, course development, can be undertaken. Course development begins by taking job functions and tasks and outlining them into units so that each unit will result in the student being able to do something significant that could not be done before completing the unit. Depending upon the type of performance required, decisions can be made in regard to the types of instructional techniques, materials, and devices to be used. Units are preliminarily sequenced to maximize student performance, content is identified, instructional procedures are listed, and selections are made in each area. Completion of final sequencing and development of firm lesson plans is followed, finally, by course tryout. Figure 3 outlines the Development Phase.

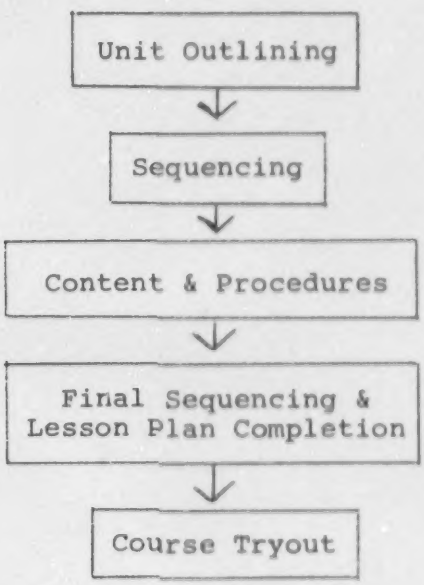

Figure 3

4.25 The Improvement Phase

Mid-Management is a dynamic and changing field and the need for consistent assessment and change is vital to maintain quality instruction. The program must compare final performance with objectives and objectives with job performance; inconsistencies require revision and tryout. Figure 4 outlines the improvement phase.

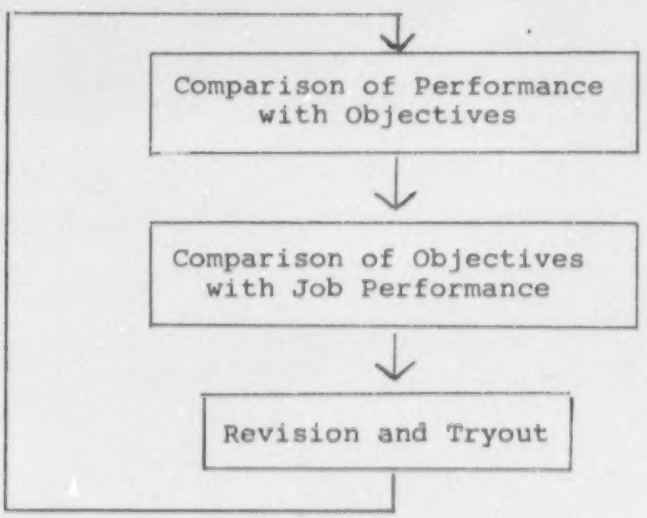

Figure 4

It should be emphasized that advisory committees and follow-up studies are key elements in comparing objectives with job performance. A list of courses currently being offered in Mid-Management programs is located in Appendix C.

4.3 Internship

See sections 2.19 and 5.3.

4.4 Seminar

The definition of the term seminar has led to confusion as it is interpreted across the State of Texas. This confusion is due in part to the various ways in which the seminar is conducted or defined for use in Mid-Management Programs. Three interpretations of the term are as follows:

1. A one-hour weekly meeting of internship students and the instructor which allows interaction among students and instructor of job-related problems.

2. A period in excess of an hour where interaction and discussion take place; case studies, role-playing and problem solving techniques and other learning techniques are employed to assist the students in job-related discussions.

3. A course which is required in the curriculum to fulfill degree or certificate requirements, such as marketing or management.

In the past, studies have been made and the results indicate over 50 percent of the junior/community colleges have a seminar defined and taught according to the interpretation of number one above. Although there is certainly no standard definition of the term seminar, Mid-Management programs are meeting the State guidelines by various methods which are based on the needs and desires of the local community.

APPENDIX C

Course Titles or Program Areas

Mid-Management Courses in Texas Community Colleges

COURSE TITLES OR PROGRAM AREAS

PROGRAM	NUMBER OF COLLEGES
Agriculture Management	15
Aviation Management	2
Banking	25
Cashier-Teller	1
Commercial Designs and Advertising	2
Commercial Transportation	4
Credit Union Management	6
Fashion Merchandising	15
Food Marketing	2
Food Preparation Management	1
Food Services	1
Hotel-Motel Restaurant Management	6
Import-Export	1
Industrial Mid-Management	2
Life Insurance	1
Marketing	5
Mid-Management	43
Mineral Land Management	1
Postal Service Technology	1
Production Management	1
Public Administration	1
Real Estate	41
Restaurant Management	3
Retailing	5
Sales Management	2
Savings and Loan	2
Small Business Management	5
Supermarket Management	3
Tax Administration	4
Technical Marketing and Distribution	1

MID-MANAGEMENT COURSES IN TEXAS COMMUNITY COLLEGES

* This information dates from August 1975. It includes responses from 28 colleges offering Mid-Management programs.

* Courses listed in the first group are those "most frequently" taught, using an arbitrary criterion of at least 25 percent of the colleges offering the course.

Course Titles or Areas

Introduction to Management
Personnel Management
Principles of Marketing
Human Relations
Salesmanship
Principles of Retailing
Introduction to Fashion Merchandising
Fashion Buying and Merchandising
Communication Management

Other Courses Taught in Mid-Management Programs

Management Skills Seminar
Fashion Show Procedures
Marketing Management
Supermarket Operations
Purchasing
Production Management
Sales Management
Job Advancement Seminar
Textiles
Introduction to Finance
Introduction to Data Processing
Management Control
Small Business Management
Employer, Employee, Customer Relations
Food Marketing
Supermarket Supervision
Labor Relations
Production Planning and Control
Quality Control
Applied Management Techniques
Principles and Practices of Real Estate
Real Estate Finance
Money and Banking
Public Relations
Retail Business Management
Petroleum Marketing Operations

Public Relations
Retail Business Management
Petroleum Marketing Operations
Time and Money Management
Management Processes
Office Management
Advertising
Hospitality Management
Fashion Sales Promotion
Management of Organizations
Organizational Behavior
Management Decision-Making
Trends in Fashion Merchandising
Administrative Management
Grocery Merchandising
Fashion Motivation
Credit Management
Materials Management
Methods Analysis and Work Measurement
Merchandise Information
Business Law
Real Estate Law
Introduction to Business

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APPENDIX D

Application for Mid-Management Program

Employer's Appraisal of Student-Employee Performance

Activities and Contacts Journal

Advisory Committee Charter

Bylaws of Advisory Committee

Letter of Invitation to Serve

Letter of Invitation to Continue Serving

Letter of Notification, First Meeting

Bibliography of Advisory Committee Resources

Program Evaluation Guidelines

TEX-SIS Follow-up

Sample Additional Follow-up Questions

5.0 OPERATING AND MANAGING PROGRAMS

5.1 Selecting and Developing Training Stations

The training station is the student's job which serves as a laboratory where the student is trying and testing the theory being studied in the classroom. The student will be gaining vocational experience at the training station, and it is very important that the Mid-Management coordinator carefully evaluate and approve these cooperative learning ventures.

The Texas Education Agency has established guidelines for internship and training stations (see sections 2.0 and 2.19); but, there are several key factors not covered in these guidelines.

The coordinator will need to use the State guidelines and also develop his/her own criteria for accepting or rejecting training stations. Some suggestions from existing Mid-Management programs are a follows:

1. The training station must offer the potential for the student to assume various roles to learn the duties of his or her supervisor.

2. The student should have a willing and capable supervisor so that the student will have adequate direction and evaluation of personal progress.

3. The training station should be suited to the needs of the student. The student should be able to progress and grow to utmost potential. If the training station does not provide for this growth, then the training station should be changed.

4. The key to a good training station is cooperation. The coordinator should visit with the student and the supervisor, and work with the supervisor in the development of the student.

5. The coordinator will arrange a conference between coordinator, student, and supervisor to discuss and formalize the training plan for the student after the beginning of each semester. A new training plan will be developed or revised as needed each semester.

The process of coordination and the use of objectives for the student intern can be found in Sections 5.31 and 5.32.

Regardless of the type of work or training station, the one factor that is very important to both the student and the coordinator is the attitude of the supervisor. If the supervisor takes a positive attitude toward what the student is attempting to accomplish, then there is a very good possibility that the training station will be an extension of the classroom.

5.2 Methods of Recruitment, Selection and Placement

Recruitment is a continuous process. So that the program will be perpetuated, new students will be needed to fill vacancies as students leave the program or graduate.

The recruitment process is necessary to ensure that the benefits of the Mid-Management program are continually made available to qualified students. The instructor-coordinator needs a variety of techniques to help recruit future students and retain existing students.

Matching the student interest and abilities with the needs of a cooperating employer is another function of the

coordinator. Employers often will hire Mid-Management students based upon the recommendation of the coordinator. The coordinator, therefore, must ensure that the students selected for the program will fill the available positions in industry.

The student needs to be recruited, selected and placed in a training station that will help the student to mature professionally and also provide a valuable employee for the participating employer. (See Appendix D)

5.21 Student Recruitment

Recruitment involves the enrollment of students into the Mid-Management program. This activity is needed to ensure a constant supply of people who need and want what the program is designed to provide.

Objectives of Student Recruitment

1. To ensure that there are new students preparing to enter the Mid-Management program.
2. To replenish the number of students that are graduated from the program.
3. To develop continued interest of students in Mid-Management.
4. To ensure that qualified people are available to fill job needs in the community.

5.22 Methods of Student Recruitment

Market #1 High school student

1. Assembly programs for seniors
2. Career days
3. Occupational programs
4. Direct mailings
5. College visitations
6. School newspaper advertising
7. Posters with "take-one"
8. Orienting and cultivating counseling department
9. Hosting area high school contests

Market #2 Current employees of business, industry and government.

1. Continuous contacts with Personnel Management
2. Direct mail to Chief Executive Officers
3. Advertising in trade, professional and public media
4. Job Fairs
5. Advisory Committees
6. Speaking to professional and service organizations
7. Management training seminars
8. Bring a friend to class
9. Posters with "take-one"
10. Orienting and cultivating counseling department
11. Free publicity

Market #3 Non-Traditional Re-entry

1. Professional service clubs
2. Bring a friend to class
3. Public service advertising during the day
4. Posters with "take-one"
5. Booths; strategically located in malls, staffed by students and/or faculty
6. Selling Mid-Management through sales presentations by Mid-Management students
7. AARP (American Association of Retired People)
8. College re-entry day activities
9. Orienting and cultivating college counseling department
10. Free publicity
11. Cooperating with continuing education

5.23 Student Selection

Selection involves the process of matching student interest with previously determined entry-level criteria.

Objectives of Selection

1. To ensure that students entering the program possess the necessary skills, abilities or interests needed to complete the curriculum.
2. To ensure that suitable job training stations can be found for student capabilities.
3. To ensure that the needs of the student and the availability of the offering are compatible.
4. To maintain entry-level standards that are realistic and meet the needs of the program and the needs of the student.
5. To choose from available candidates with reasonable certainty that the choice will ensure the student can successfully complete the program.

5.24 Student Placement

Placement involves the positioning of entering students with previously accepted job training stations. Students may be assisted in the location of available training stations, but the actual hiring and screening still rests with the employer.

Objectives of Placement

1. To assist students who need help in securing qualified training stations.
2. To match student abilities with training stations.
3. To provide participating employers with qualified trainees.

4. To provide a continuing flow of new interns to firms which have cooperated and incorporated graduates into their company.

5.3 Internship

The internship segment of the Mid-Management program consists of a cooperative arrangement between the student, the sponsoring firm, and the instructor-coordinator which allows the student-intern to experience guided training in the work environment in order to accomplish established career development objectives. The student-intern and sponsoring firm identify student training needs and establish a growth plan which includes specific objectives, actions, and time frames.

Objectives of Internship

1. To provide the student with an opportunity to develop as a manager or potential manager.
2. To provide the student with the environment to utilize the techniques and philosophies to which the student has been exposed in the classroom.
3. To provide the student with a career development training plan.
4. To develop in the student the ability to assist in establishing practical performance goals.
5. To develop a more productive employee by establishing and meeting specific performance objectives.

State Guidelines for Internship

The State guidelines for the Mid-Management program internship portion are 1321.5 Mid-Management Requirements and 1052 Internship.

5.31 Training Plans

A training plan is a Texas Education Agency required document that signifies that a directed training program has been established for the student-intern by the sponsoring firm under the guidance of the instructor-coordinator.

Objectives of the Training Plan

1. To establish the ultimate internship objective for the student while in the Mid-Management Program.

2. To formalize the types, duration, and sequences of experiences, duties, and activities that the student-intern must go through to reach the ultimate training objective.

Requirements of Training Plans

1. A training plan for each student-intern must be on file at the office of the program coordinator or supervisor within 30 days following employment. (TEA Guidelines 1052)

2. TEA has developed a format for a training plan (Section 2, Appendix A), but a locally devised plan can be used. If a locally developed plan is to be used, it must include all information required on the TEA plan.

5.32 Coordination

Coordination is that phase of a Mid-Management instructor's role which takes place outside of the formal classroom instruction. Narrowly defined, it would include activities which take place off-campus in developing a training program for the student with the sponsoring firm. Broadly defined, it would include not only the previous function, but would encompass problem discussions with

students, counseling with students, and creating a conducive work environment for the student with the employer.

Objectives of Coordination

1. To explain the benefits of the Mid-Management program for the sponsoring firm as well as the student.

2. To explain the administrative procedures to be used in the internship program and the roles of the student, sponsoring firm, and instructor-coordinator.

3. To develop a positive working relationship with the sponsoring firm to allow the student a conducive work environment.

4. To assist the sponsoring firm in establishing a training program or training objectives for the student-intern.

5. To work with the individual student-intern in implementing theory and solving work-related problems.

6. To evaluate the progress of the student-intern toward achieving training objectives through observation and discussion.

Coordination Process

Coordination is an integral part of a successful Mid-Management program. Coordination will allow the instructor-coordinator to assess the working environment of each student-intern and facilitate individual discussion with each student. If the coordinator performs his/her job well, the student-intern will be able to pursue the learning objectives. The following process is recommended for coordination:

1. The first visit to the employer should be used to explain the purposes of the program, the processes

used, the roles of the instructor, student and employer, and the evaluation process to be instituted.

2. Subsequent visits have the purposes of developing training plans, environment creation, problem-solving sessions, and job discussions with the directing supervisor. Whether the student is in attendance during the discussions between the supervisor and teacher would depend on the subject matter being discussed and the degree of compatibility of the supervisor and student.

3. A continuous coordination effort is essential to build a good working environment within the firm.

4. Coordination and training are normally done with the student-intern's immediate supervisor, but other individuals to coordinate with would be the personnel director, training director, and interested second-level management. An important consideration in coordinating--is what person can assist the student-intern in achieving his/her objectives.

5. An instructor-coordinator should attempt to develop a systematic coordination plan for on-site visitation. The most important consideration in coordination is accomplishing training objectives and not the number of calls made. Therefore, some students in a problem situation may need to have numerous calls made in a brief time frame, where others need only routine visitations.

6. Coordination should be purposeful. A call should be made for a specific reason, taking into consideration the employer's and student-intern's time.

7. To facilitate coordination, a student card should be developed that can be carried with the coordinator. Information to be included on the card would be: supervisor's name and title, work hours and location, school classes and schedule, phone number for home, work, and supervisor.

5.33 Employer's Evaluation of Student

Evaluation is a process to appraise the performance of the student-intern over the duration of the semester and indicate areas of improvement.

Objectives of Employer Evaluation

1. To assess the progress of the student in achieving the established objectives in the training plan.
2. To indicate areas in the student's performance that require improvement.
3. To determine new directions for establishing training and objectives.
4. To determine the student-intern's semester grade for the training portion of the class.

Employer Evaluation Process

The employer evaluation process is difficult to resolve because it encompasses philosophical differences in method of appraisal and roles played in the appraisal process. Despite this problem, there are four universal considerations in developing an employer-student evaluation system. The considerations are: method(s) to use; implementing the system, timing of the evaluation; and deriving the grades.

1. Methods Available. Evaluation systems available for employer appraisal fall into three categories with the possibility of a fourth category acting as a supplement. The first category would be a subjective evaluation device. The student-intern would be appraised through a listing of performance criteria on a graduated rating scale. An example would be: attitude--excellent, good, fair, poor. The system is easy to administer for both the teacher and sponsoring supervisor but is open to the halo effect. A sample evaluation form is included in Appendix D in this section.

The second category is described as an objective rating device. In this system the student is evaluated on the performance of a series of stated, explicit training objectives. The objectives would be established through a combined effort of the student-intern, instructor-coordinator, and sponsoring firm. The objectives would include specific outcomes, time frames, and plans to accomplish the objectives. The system is time consuming to establish and requires excellent supervisor-student cooperation. The benefits are that the student has specifics to accomplish and be evaluated on, and the supervisor is forced to look at performance and not opinions.

The third category is a combination system that would include a series of performance objectives and an accompanying subjective form. This system allows a complete picture of the student to be developed and facilitates the grading of students who cannot constantly establish demanding objectives.

The fourth category, acting as a supplement to any of the first three categories, is the requirement of a term project as part of the training grade. The project must be agreed upon by the student-intern, instructor, and supervisor. This system allows the student to explore areas of interest.

2. Implementing the System. To have a successful evaluation system, both parties involved with the appraisal need to be oriented. A recommendation is made that prior to the student's initial semester in the program an orientation be held to explain the evaluation system, the roles played by the participants, the timing of the system, and the derivation of grades. At this time, written directions should be distributed as well as forms and prepared examples. A parallel orientation, either on a one-to-one basis or group basis if possible, should be done with supervisors.

If a subjective system is being used, no further instructions are necessary until the end of the semester except monitoring the performance of the on-the-job training. At the end of the semester, the evaluation forms should be sent to the supervisor. When the supervisor has evaluated

the student-intern, a discussion should be held between the instructor and supervisor to clarify any problems.

If an objective system is used, an intermediate progress report should be established for the objectives prior to the end of the semester. The student-intern would evaluate his/her progress at that time and have a conference with the supervisor prior to reporting to the instructor. At the conclusion of the semester, the student would perform a self-evaluation on the objectives, the supervisor would evaluate the student on the performance of the objectives, and a conference would be conducted between the student and supervisor with the results being forwarded to the instructor. From this evaluation, a grade would be derived.

If a combination system is used, the process would be identical except for the subjective appraisal form. At the conclusion of the semester, the supervisor would evaluate by both methods and forward these instruments to the instructor.

If a term project is a supplemental devise, it would be evaluated at the end of the semester based on a predetermined development plan.

3. Timing of the Evaluation. The evaluation is done each semester during the student's participation in the Mid-Management program. The normal sequence for developing the system is:

Subjective System

A. Initial orientation with students and supervisors prior to start of first semester or when new supervisor becomes involved.

B. Establishment of operating objectives for the semester. Ideally, to be done before the semester starts but required within the first month of school.

C. Progress report on accomplishment of objectives at mid-semester.

D. Final evaluation at conclusion of semester and development of new objectives.

4. Deriving Grades. The performance evaluation is the basis for determining the student's training grade. In determining the grade, the instructor-coordinator has alternatives. First, the instructor may review the evaluation devices, and arrive at the final grade independently. Secondly, the instructor may use the evaluation forms and discuss the results with the supervisor mutually arriving at a grade. Third, the instructor-coordinator can require the supervisor to complete the evaluation process by assigning a letter grade.

5.34 Research Conducted to Improve the Coordination Process

Two studies have been conducted recently that specifically relate to the coordination process. The results of these studies are presented for consideration by instructor-coordinators; the findings may, or may not, fit individual programs but do present the thinking of some practitioners in the program.

1. Making Mid-Management Coordination More Effective: Student Involvement, Donnelle Attner, Mid-Management Coordinator Eastfield College.

Attner recommends a two-phase system to gain more student involvement in the program. Phase I develops student responsibility in establishing the visitation schedule and conducting the program. Teams of students, selected by geographical area, work together to establish the visitation schedule for the instructor-coordinator and coordinate the visits with the employers in the area. Students are involved in the conduct of the program through training sessions where

scripted information is presented to permit the students to explain the program to their training supervisors on the job and then provide an analysis back to the instructor-coordinator. Phase II involves the student in follow-up of coordination visits through post-visit meetings with the instructor-coordinator regarding the training supervisor's evaluation of student job performance, behavioral characteristics of job performance, organizational plans for the student, areas of improvement, student self-evaluation, plans for developing job objectives, evaluation of the Mid-Management program, and feedback to the student briefing of training supervisors on the program.

2. Opinion Survey Relating to the Conduct of Coordination Visits, J. O. Cox, Jr., Mid-Management Coordinator, Tarrant County Junior College.

This survey presented 54 questions relating to the coordination process and was answered by 72 percent of all instructor-coordinators in the Texas program, 74 percent of all deans or directors responsible for the program, and 117 employers of Mid-Management students in the Dallas/Fort Worth Metroplex. Analysis of responses suggests a scenario for a minimum essential coordination effort. Basically, the instructor-coordinator should conduct an initial visit of 15 to 45 minutes prior to the start of training, or very soon thereafter. The student and the student's training supervisor should be contacted, as well as the immediate

supervisor, if different from the training supervisor. The purposes of the program, procedures to be used, the role of the instructor-coordinator, and the role of the employer should be discussed. One or two brief subsequent visits should be conducted during the course of the semester, and the same people should be contacted; development of the training plan and student progress should be discussed. Contact with other personnel and discussion of other items (listed below) during any visits should be based on analysis of the items in light of the particular situation. Caution should be exercised when including any of the items placed in the lower third (Items 35-50) of priorities since a great majority of all three groups of respondents indicated these items to be "not needed."

CHECK LIST FOR PLANNING AND CONDUCTING COORDINATION VISITS

Priority Number	Item
1	Discuss the role of the employer in an initial visit.
2	Discuss the purposes of the program in an initial visit.
3	Discuss the procedures to be used in the conduct of the program in an initial visit.
4	Discuss the role of the instructor-coordinator in an initial visit.
5	Discuss student progress in subsequent visits.

Priority Number	Item
6	Contact the student's training supervisor in an initial visit.
7	Contact the student's training supervisor in subsequent visits.
8	Discuss development of the training plan in subsequent visits.
9	Contact the student's immediate supervisor (if different from the training supervisor) during coordination visits.
10	The instructor-coordinator should assure that training objectives are being accomplished during coordination visits.
11	Contact the student's immediate supervisor (if different from the training supervisor) during subsequent visits.
12	Discuss evaluation procedures to be used during an initial visit.
13	An initial visit to the training station should be conducted before the start of the training or very soon thereafter.
14	Discuss student enthusiasm during subsequent visits.
15	Discuss the student's value to the company during subsequent visits.
16	Discuss the student's compatibility with supervision during subsequent visits.
17	Discuss student attendance during subsequent visits.
18	The training supervisor's evaluation of the student should be conducted separately from the instructor-coordinators.
19	During coordination visits the instructor-coordinator should evaluate the quality of on-the-job training received.

Priority Number	Item
20	During the coordination visit the instructor-coordinator should evaluate the student-intern's performance in relation to progress on the job.
21	Discuss job assignments to utilize newly gained knowledge during subsequent visits.
22	Discuss problem solving during subsequent visits.
23	Discuss employer counseling of the student during an initial visit.
24	Discuss on-the-job training hours during an initial visit.
25	A discussion between the training supervisor and instructor-coordinator is necessary to clarify evaluation problems.
26	The training supervisor's evaluation of the student should contribute to the semester grade.
27	A coordination visit is required to accomplish evaluation.
28	A student evaluation of the training station should be made.
29	A semester project should be conducted.
30	Discuss occupational data necessary to identify student-intern needs for classroom instruction during an initial visit.
31	Discuss the creation of an environment for learning during an initial visit.
32	A conference between the training supervisor and the student should be conducted to discuss the evaluation.
33	The instructor-coordinator should assist the student with training problems during coordination visits.

Priority Number	Item
34	Discuss acceptance of the role of the student at the training station with other employees during an initial visit.
35	Discuss job rotation during subsequent visits.
36	During visits the instructor-coordinator should have some contact with the student at the training station without the presence of any supervisors.
37	The training supervisor should assist the student with the semester project.
38	The training supervisor should participate in grading the semester project.
39	The company training director should be contacted during an initial visit.
40	Progress reports should be provided to the instructor-coordinator by the training supervisor during the course of the semester.
41	Discuss the safety of facilities and equipment at the training station during an initial visit.
42	Discuss procedures to ensure student's safety and protection at the training station during an initial visit.
43	Discuss on-the-job training wages during an initial visit.
44	Contact the company training director during subsequent visits.
45	Contact the company personnel director during an initial visit.
46	Contact supervisors higher in the management hierarchy during an initial visit.
47	During coordination visits the instructor-coordinator should supervise the student's on-the-job experience.

Priority Number	Item
48	Contact the company personnel director during subsequent visits.
49	Contact other company personnel during an initial visit.
50	Contact other company personnel during subsequent visits.

5.4 Record Keeping

During the course of developing and operating a Mid-Management program it is mandatory that complete and accurate records be kept to document the status of the program. Information contained in the following record systems will be of value not only to the Mid-Management staff but to the administration of the college and to the Texas Education Agency. Listed below are essential minimum items that should be developed and maintained. Samples of some of these forms may be found in Section 2, Appendix A.

1. A Mid-Management Student Application Form. The purpose of this document is to summarize the credentials (personal, academic, and professional) of the Mid-Management student. The primary purpose of the application form is in the student selection process, but it also serves as a device to capture vital demographic information relative to each student.

2. State Training Plan. The purpose of this document was explained in Section 5.31. These documents should be maintained on file for a reasonable period of time after the student has left the program.

3. Student Data Cards. These cards provide a synopsis of the information useful to the instructor in

making coordination calls. They should be small enough (5" x 7" seems to work well) to be carried in a briefcase, student file, or coat pocket.

4. Employer Evaluations. Evaluation instruments used to summarize the student's on-the-job development should be kept in the student's master file.

5. Degree Plans. Documents which summarize the Mid-Management students in relation to the degree requirements should be maintained and updated each semester.

6. Activities and Contacts Journal. Chronological records (usually in note form) should be kept of all contacts with or on behalf of students. Such incidents would include job placement sessions, college transfer or course selection sessions, disciplinary sessions, etc. (See Appendix D)

7. Student Master Folder. All the previously listed documents should be kept in a master file for each student.

8. Travel Reports. Copies of reports submitted for reimbursement for travel associated with coordination activities should be maintained.

9. Class Rolls and Grade Books. (for past semester) These documents should be kept in a central file for an indefinite period of time.

10. Advisory Committee Records. The Mid-Management Department must have a list of the members of the program's advisory committee and a record of the minutes of all meetings.

11. TEA Statement of Qualifications Form. The Mid-Management Department should retain a copy of the S.O.Q. form submitted to TEA for each instructor in the program.

12. Employer Contact Record. Whenever an instructor makes a call on an employer with whom he does not have students, records should be kept on this contact. Usually these calls are for public relations or training station development purposes. The record should include: date of the call, firm contacted, person visited, and results

of the call. This record is to be maintained in each employer master file.

13. Employer Master File. The employer contact record and any other appropriate employer related information should be maintained in this file.

14. Students' Course and Instructional Evaluation. All documents related to course and instruction evaluation should be maintained in the Mid-Management Department.

5.5 Budgets

During the course of planning and operating a Mid-Management program, it is essential that the Mid-Management staff have access to the budget development process. Since each school has its own unique budgeting system, an in-depth discussion will not be attempted here.

There are at least three general areas in the budgeting process in which the Mid-Management staff should participate:

1. Travel Expenses. Normally, this section of the budget includes allocations for travel in conjunction with the coordination of students and professional travel (expenses incurred in traveling to workshops, conventions, etc.). The Mid-Management staff should be involved in estimating the annual expenses for these items and have regular access to budget reports to monitor actual versus estimated expenditures.

2. Operating Budget. Normally, this section of the budget includes such items as telephone expense, operating supplies (chalk, pencils, paper, etc.), reproduction charges, postal charges, and allowances for such items as field trips, expenses incurred in connection with advisory committees, film rental, etc.

3. Capital Budget. Normally, this section of the budget contains allocations for the purchase of

major equipment such as projectors, films, tape recorders, tables, chairs, typewriters, etc.

5.6 Public Relations

It is extremely difficult to establish and maintain a viable and effective Mid-Management program without community awareness. From the outset, the effective Advisory Committee is probably the best instrument to be employed in gaining support from the business community. Since the Committee membership ideally represents a cross-section of businesses and industries, the Mid-Management program gains a spokesperson and an advocate in each of these organizations. The Advisory Committee members can be extremely helpful in ongoing efforts to make the public aware of the Mid-Management program. They are also very instrumental in identifying and encouraging prospective students within their organizations.

Where Advisory Committee members represent large organizations with organized training functions and available classroom facilities, arranging off-campus classes which serve both that company's employees as well as the general public is an excellent way to arouse public awareness and interest. Word-of-mouth advertising by satisfied consumers helps to assure favorable public relations for both your college and your program.

Obviously, the selection of Advisory Committee members is a crucial task, particularly in obtaining members whose effectiveness means not only their active participation but

also that of the organization of which they are a part.

Some other ideas for communicating to your community the objectives of a Mid-Management program are suggested in the following paragraphs. Keep in mind, however, the most favorable public relations are obtained from your successful students and satisfied employers.

5.61 In Your College

It is absolutely essential that Mid-Management instructor-coordinators participate in college activities across the board to gain credibility and the attention of colleagues in a variety of settings. Willingness to serve on committees, task forces and perform other chores that provide regular contact with faculty and support staff promotes visibility for the Mid-Management program. All your colleagues--faculty and support staff--can contribute to program growth by helping you identify and attract good candidates.

Utilize some of the following activities to gather support and recognition for your program:

1. Participate in your college's orientation course for new students. You have an excellent opportunity to meet, on a recurring basis, a number of prospects who have not yet declared their majors. You are presented with a captive audience which inevitably includes at least a few good prospects who do not know about the Mid-Management program.

2. Respond to requests from outside agencies for speakers, panelists, etc. to the maximum extent possible. You and your fellow instructor-

coordinators must exploit these opportunities since the public needs constant reminding about the Mid-Management program.

3. Set up display racks of descriptive materials (particularly Mid-Management program brochures and your college catalogs) in office buildings, factories, other places where people work, and of course in high schools.

4. Use mass mailings of informational flyers, particularly when offering a new Mid-Management course. Attendees can be made aware of Mid-Management programs throughout their entire attendance in a specific course.

5. Utilize school newspapers to announce accomplishments, awards, and achievements. Let the public know what you and your Mid-Management program are achieving.

6. Look for national recognition. For example, the Wall Street Journal Award. A good Mid-Management program deserves to receive attention for its accomplishments, and you must do all you can to solicit that recognition.

5.62 In the Business Community

In the business community itself some suggestions would be:

1. Brochures

   a. Program objectives
   b. Application procedures
   c. Types of students who would benefit from program
   d. Curriculum

2. Radio or Television

   a. Spot announcements
   b. Talk shows
   c. Interviews with students, teachers, business leaders, etc.
   d. Testimonials--Former students

3. Newspapers

   a. Feature articles on students, teachers or program
   b. Promotion of graduating students, their qualifications, skills, etc.
   c. Promotion of business/industry involvement in cooperative training
   d. Presentation of citations or awards to students or employers
   e. Spot announcements
   f. Editorials
   g. Features--Outstanding students

4. Other

   a. Advertise a toll-free Wide Area Telephone Service (WATS) line and obtain someone with a friendly voice to advise callers about courses and program planning.
   b. Sponsor "Information Nights" at your college or at selected locations throughout the community. Frequency and format vary, but take the opportunity to describe your program and answer questions.
   c. Targeted course announcement mailings.
   d. Evaluate your present market strategies. Do you have a career awareness process aimed at the adult learner as well as the traditional college student? Do you have an adult re-entry (to formal education) center? Have you identified community-based groups that provide counseling but who are not "labeled" counselors and determined how you could enlist their support in your recruitment efforts?

5.7 Advisory Councils/Committees

Public Law 94-482 (also known as the Education Amendments of 1976) is the most recent federal legislation in vocational education. This law mandates the use of local advisory committees as a condition for receiving federal assistance.

Part A, Section 105 of that law states . . .

> Each eligible recipient receiving assistance under this act to operate vocational education programs shall establish a local advisory council to provide such agency with advice on current job needs and on the relevancy of courses being offered by such agency in meeting such needs. Such local advisory councils shall be composed of members of the general public, especially of representatives of business, industry, and labor; and such local advisory councils may be established for program areas, schools, committees, or regions, whichever the recipient determines best to meet the need of that recipient.

Institutions offering vocational training programs establish an advisory council that makes recommendations for the total vocational offering at that institution.

5.71 Advisory Committees

In addition to the advisory council, each program area establishes an advisory committee composed of members from the business community who provide advice, suggestions, and recommendations about the Mid-Management program. This committee should serve in an advisory capacity only and offer opinions and ideas that will benefit the program.

Advisory committees can be very valuable to the well-being of a Mid-Management program, or they can have no meaningful effect. It is up to the school, the instructor-coordinator and administrators as to how they will use their committee. If the school is going to be sincerely interested in the growth and well-being of a Mid-Management program, then the advisory committee should be used and their ideas

and suggestions implemented where possible.

5.72 Developing a Local Vocational Education Advisory Committee

A properly developed vocational program meets the needs of the surrounding community. In order to meet these needs, the program should be developed and maintained using input from members of the community which that program serves. Effective use of a local vocational advisory committee, comprised of concerned and interested business leaders, can provide the school with a method of gaining this valuable community input. Such a committee works with instructor-coordinators and administrators, and offers advice to the governing board to help improve the Mid-Management program.

The two-way understanding and communication that can be provided by effective use of an advisory committee is vital if the vocational program is to be relevant and supported by the community. The school must know the needs and wants of the community; the community should know what the school is doing and has the potential for doing. This communication can provide the school with the means of (1) coordinating school programs with education and training programs offered by employers, other public agencies, and schools; (2) "selling" vocational education to business and industry leaders, the board, the community, and local and state legislators; and (3) determining what jobs are

available and how students can best be trained for them.

A school administrator, such as the dean/director of vocational education, usually acts as a liaison officer between the vocational advisory committee and the board. This person serves as a representative to transmit and explain recommendations made by members of the advisory committee to the board.

5.73 Functions of The Advisory Committee

An advisory committee is an essential ingredient for a successful Mid-Management program. The nature of and functions of the committee will change as the Mid-Management program grows and matures.

The members of a vocational advisory council help the school to determine objectives and procedures that affect the vocational program. Committee members provide advice only; they have no administration or legislative authority. The board and members of the administration must decide whether they wish to act upon the advice of the advisory committee.

Many educators and researchers have conducted studies to identify the most appropriate functions and activities of local vocational advisory committees. These functions can be grouped into three broad categories as follows:

1. Help develop and evaluate the total vocational program.

2. Help promote and publicize the vocational program.

3. Coordinate and support the work of occupational or program area advisory committees.

5.74 Organizing an Advisory Committee

The effectiveness of an advisory committee is largely going to be determined by carefully planned and implemented organizational procedures. The following series of tested procedures have been identified to help administrators and instructors in these organizational efforts. It may be necessary, however, to modify these procedures somewhat based upon local situations in the community.

5.741 Charter

This document is considered the set of rules that governs the organization and operation of the advisory committee. It will guide the committee for many years and help ensure its continuity of operation. It will also reflect the concerns of the board and should contain most of the following items.

1. Name of the advisory committee being formed.

2. General purposes for forming the advisory committee.

3. School policy in regard to advisory committee.

4. Relationship between advisory committee and board.

5. Authorization and appointment of a selection committee.

6. Criteria for selection of advisory committee members.
7. Terms of office of advisory committee members.
8. Guidelines for committee activities.
9. Procedures for handling the minutes.
10. Provisions for maintenance and termination of the advisory committee.

An example of a charter is given in Appendix D.

5.742 Selection of Advisory Committee Members

Once the board has authorized the establishment of a vocational advisory committee, the members are ready to be selected. The number of advisory committee members should be based upon the size of the institution and the community. Most authorities recommend five to nine members for an occupational advisory committee. A smaller committee may result in having so few members present at a meeting that the meeting will be ineffective. If the committee is too large, it may become unwieldy and difficult to accomplish anything.

The selection committee should identify and nominate advisory committee members who are leaders in the community. For example, the selection committee should be guided by the administrator in nominating presidents, directors, managers, or other types of decision makers who represent such groups as the chamber of commerce, the American Federation of Labor, and the local branch of the Employment Security Division.

Each individual nominated by the selection committee should have an interest in vocational education, support vocational education, and be sincerely interested in improving the vocational program. If he/she is approved as an advisory committee member, the school administration and faculty should feel confident that the individual will have the support of his/her company, organization, agency, or union. Potential committee members should also have:

1. The respect of the people they work with.
2. Intelligence, integrity, and courage.
3. Enthusiasm.
4. The ability to work well in groups.
5. Available time to attend meetings and to keep abreast of school activities.
6. A cooperative, civic minded, and responsible attitude.

The selection committee should submit more names than are needed to fill the advisory committee positions. Some of their preferred candidates may be unable to accept a position or be unacceptable to the board. The committee will need to have the names of additional qualified individuals in order to fill all of the committee positions.

Once the ad hoc selection committee has identified an adequate number of potential advisory committee members, its function is completed.

The membership may be composed of from four to twelve members. If possible the members should serve from one to

three years and be rotated in such a way as to keep at least one-third of the committee intact from one year to the next.

As the program matures and there are graduates, it is recommended that one or two former students be included on the advisory committee. There are some programs that have supplemented their committees with one or two current students to ensure proper input to and from the students.

A bibliography of additional sources of information on advisory committees is included in Appendix D.

5.8 Program Evaluation

A critical, but often overlooked, facet in the operation of a Mid-Management program is the area of program evaluation. The principal purpose of program evaluation is to determine the degree to which the stated objectives of the Mid-Management program are being achieved. It is recommended that program evaluation efforts transcend the typical concept of a follow-up study. Its parameter should include the traditional exploration and analysis of what happened to students as a result of their experience with the Mid-Management program as well as evaluation of major aspects of the program by college administrators, counselors, advisory committee members, employers, instructors, and students. A partial list of areas for evaluation include:

1. Recruitment and selection techniques.
2. Characteristics of successful and unsuccessful students.
3. Student load characteristics.
4. Student grade-point average.
5. Curriculum content and sequence.
6. Instructor effectiveness.
7. Instructional strategies.
8. Instructor development strategies.
9. Program operating policies and procedures.
10. Testing methods.
11. Use of audio-visual aids, etc.
12. Methods or systems used for evaluating student on-the-job performance.
13. Staffing adequacy.
14. Budget adequacy.
15. Factors contributing to student dropout.
16. Percentage of students pursuing B.A. degree.
17. Community knowledge/acceptance of the program.
18. Changes in student job responsibilities and/or salary during and after exposure to Mid-Management.
19. Degree to which college personnel understand the goals and objectives of the Mid-Management program.

Program evaluation is accomplished in two ways, continuous and periodic. Continuous program evaluation is accomplished when the Mid-Management staff uses regular operational occurances (student evaluations of instruction,

advisory committee meetings, meetings with employers, etc.) to obtain feedback on the effectiveness of their program. Continuous evaluation is crucial and should be operational at all times. It alone, however, is not sufficient to accomplish the evaluation process effectively. Every 4 to 5 years, there should be an organized, comprehensive program evaluation study. It should be pointed out that this is an expensive and time-consuming effort. Before commencing, it is suggested that efforts be made to obtain copies of studies done by other Mid-Management programs in the State. A sample evaluation form is included in Appendix D.

Instructor-coordinators should be aware that there is a student information system in operation that many colleges have subscribed to. The system is referred to as Tex-SIS.

The Student Follow-up Information System was developed by community/junior colleges in the State of Texas in response to the need for systematic and valid means of collecting follow-up data. SIS is composed of a series of data collection devices designed and tested in a multitude of different environments in various colleges throughout Texas. SIS, built around the concept of an educational management information system, is divided into seven sub-systems, each with its own instruments and method of processing.

The seven sub-systems are as follows:

1. Student's educational intent.
2. Withdrawal follow-up.
3. Nonreturning student follow-up.
4. Graduate follow-up.
5. Employer follow-up.
6. Adult and continuing education follow-up.
7. State follow-up reporting.

Instructor-coordinators may find that Sub-system 5, Employer Follow-Up, is of particular interest. The instrument is mailed to employers and addresses the following information:

1. Opinion of the training received by the program graduate.
2. Usefulness of training to job performance.
3. Job outlook information.
4. Opinion of job performance and upward mobility.
5. Suggestions for needed training programs.
6. Placement source.
7. Suggestions for improvement of the program.

Another Sub-system that provides valuable follow-up information is the Graduate Follow-Up. This instrument is administered at the end of the first, third, and fifth year after graduation. Some of the items relating to the evaluation of a mid-management program are:

1. Employment status.
2. Relation of employment to program completed.

3. Prior employment in area related to program completed.
4. Opinion of program completed.
5. Usefulness of training to job performance.
6. Salary information.
7. Job title and name of employer.
8. Reason(s) for employment in area unrelated to program completed.
9. Relation of program completed to career plans.
10. Opinion of educational experience.
11. Job outlook information.
12. Suggestions for improvement of program and/or services.

There is a contact person for each community college district who is responsible for implementing, collecting, and summarizing information collected through this system. More complete information is available from:

Center for Information Services
126 Mall Drive
Corsicana, Texas 75110

A subcommittee of the Texas Junior College Management Educators has developed additional specific questions for use in conjunction with the TEX-SIS follow-up instruments. These questions expand the instrument to include information regarding the coordination process and are designed for first, third, and fifth year graduates. These questions and others regarding students who withdrew from school or who ceased attending without formally withdrawing, as well as current students may be found in Appendix D.

Appendix D

Application for Mid-Management Program

Employer's Appraisal of Student-Employee Performance (2 page)

Activities and Contacts Journal

Advisory Committee Charter (5 page)

Bylaws of Advisory Committee (3 page)

Letter of Invitation to Serve

Letter of Invitation to Continue Serving

Letter of Notification, First Meeting

Bibliography of Advisory Committee Resources

Program Evaluation Guidelines (2 page)

TEX-SIS Follow-up (2 page)

Sample Additional Follow-up Questions (7 page)

APPLICATION FOR MID-MANAGEMENT PROGRAM

DEL MAR COLLEGE

MID-MANAGEMENT DEPARTMENT _____ / _____ / _____ : PROGRAM DATE _____
RETAIL INDUSTRIAL OTHER

_____
INSTRUCTOR/COORDINATOR

_____
NAME (LAST) (FIRST) (MIDDLE) SOCIAL SECURITY # TELEPHONE #

_____
ADDRESS (STREET #) (CITY) (STATE) (ZIP CODE) (SEX)

DATE OF BIRTH: _____

PERMANENT ADDRESS WHERE YOU MAY BE REACHED AT ALL TIMES (PARENT, GUARDIAN, RELATIVE, ETC.) :

_____
NAME ADDRESS CITY/STATE TELEPHONE #

EMPLOYER: _____
NAME OF BUSINESS ADDRESS CITY/STATE

_____
DEPARTMENT POSITION SUPERVISOR TELEPHONE #

TOTAL HOURS WORKED: _____

EXPECTED GRADUATION DATE: _____

DEGREE PLAN FILED: _____ YES _____ NO

WORK SCHEDULE

MON	TUE	WED	THUR	FRI	SAT

NAME OF EMPLOYER	TYPE OF WORK	DATES: FROM TO

EDUCATION

LAST YEAR OF SCHOOL ATTENDED: 9 10 11 12 13

LEVEL	LOCATION	MAJOR	DATES: FROM TO
COLLEGE/TECHNICAL			
HIGH SCHOOL			

CAREER OBJECTIVES (job or work objectives)

SHORT RANGE OBJECTIVES: _____

LONG RANGE OBJECTIVES: _____

(SCHOOL NAME)

MID-MANAGEMENT DEPARTMENT

EMPLOYERS APPRAISAL OF STUDENT/EMPLOYEE PERFORMANCE

_____

Student Employee Name

_____

Firm Name

RATING KEY

A - Outstanding B - Above Average C - Average D - Below Average F - Unsatisfactory

		A	B	C	D	F	COMMENTS
Personal Appearance	Attendance & Punctuality						
	Grooming & Cleanliness						
	Energy & Enthusiasm						
Interpersonal Relationships & Skills	With Superiors						
	With Associates						
	With Subordinates						
	With Customers						
Ability	Defining Problems						
	Decisiveness						
	Job Understanding						
Attitude	Profit Orientation						
	Dependable & Responsible						
	Initiative						
	Productivity						
Potential	Ambition						
	Curiousity						

Particular Strengths

Particular Weaknesses

Recommendation To Utilize Strenghts Fully

Recommendations To Overcome Weaknesses

General Comments About Your Role As Trainer/Supervisor

Signature of Trainer/Supervisor

Date

ACTIVITIES & CONTACTS JOURNAL (Section 5.4 - 6)

DATE	COMMENTS	FOLLOW-UP-DATE

EXAMPLE 1

VOCATIONAL EDUCATION ADVISORY COMMITTEE CHARTER

I. Name

The council will be called the Mid-Management Advisory Committee of (School Name).

II. Purpose

The committee is formed to:

A. Assist the board of education in developing broad educational policies for the school.

B. Work with employees of the school, with the president's approval, in planning and conducting the Mid-Management program.

C. Facilitate cooperation and communication between the school and the public, organizations, and institutions of the district.

III. Policy and Policy Development

A. Policy is officially enacted by the board of regents. None of its authority is given to the advisory committee.

B. Suggestions for school policy may come from the advisory committee. The committee may review proposals from other sources and may originate policy proposals.

IV. Tenure and Responsibility of the Council

A. The advisory committee may be dissolved by a majority vote of the board of regents. The board may reorganize the committee if it feels that the committee could function more profitably under a different organization.

B. The advisory committee will deal only with problems directly related to the Mid-Management program of the school.

C. Specific authorization by the board of regents is necessary before the advisory committee may promote the adoption of its proposed school policy and plans.

V. Membership

A. The Mid-Management advisory commitee shall consist of _____ members. Members of the advisory committee shall be reelected from the adult population normally served by the Mid-Management program, and ex officio members will include the vocational dean/director, and a member of the Mid-Management faculty.

B. The members of the advisory committee will be recommended to the board by an ad hoc selection committee. The board retains the right to disapprove individual nominations by the selection committee, but it will not appoint an individual who is not recommended by the selection committee.

VI. Selection (Nominating Committee)

A. An ad hoc selection committee shall be named by the board of regents, for the purpose of recommending prospective members of the advisory committee to the administration and the board.

B. The ad hoc selection committee shall consist of _____ members who are lay citizens residing in the district, and represent the adult population served by the __(School Name)_____ Mid-Management program. This selection committee shall also consist of one member of the district's administrative staff and one member of the Mid-Management teaching staff.

C. The potential members recommended by the ad hoc selection committee shall possess the following personal characteristics:

1. interested in quality education

2. willingness <u>not</u> to exploit their membership on the advisory committee

3. possess certain personal characteristics essential to the success of the committee such as personal integrity, responsibility, maturity of thought and action, and tolerance of varying points of view.

D. The potential advisory committee membership shall be representative of the district. Factors to be considered in selecting members shall include, but not be limited by:

1. representation of different age groups

2. representation of varying levels of educational attainment

3. representation of varying civic and community organizational leadership

4. representation of different political affiliations

5. representation of persons who have participated in the vocational education program, or presently have students in the program

6. representation of a variety of attitudes toward the schools

7. representation of minority groups, and both sexes

E. No person is to be recommended or barred from membership because of affiliation with any organization or institution. Neither will a person be recommended or barred from membership solely on basis of ethnic origin, religious affiliation, or sex.

F. The ad hoc selection committee shall submit its nominations to the board of regents. The board reserves the right to reject or approve the nominees.

VII. Term of Membership

A. The original members of the advisory committee will serve at least two years. At the end of the first year, the terms of the original members will be determined by lot. One-third of the members will serve for two additional years; and one-third will serve for three additional years.

B. When a vacancy occurs, the newly-appointed member will serve during the unexpired term of the member he/she replaces.

C. A member will serve one term, and is ineligible for reappointment until one year has elapsed following the expiration of that term.

D. All members chosen to replace members who have completed regular terms will be appointed for three-year terms.

VIII. Consultants

A. A member of the school vocational administrative staff will be appointed to meet regularly with the advisory committee. This person will have ex officio status.

B. Outside consultants will be used as needed. They will be approved by the advisory committee, and administrative staff prior to consultation.

IX. Resources and Services

A. The board of regents shall provide for the proper and effective functioning of the advisory committee, within the limits of the board's resources.

B. Meeting facilities, secretarial services for duplication of minutes of meetings and other official communications, mailing expenses and other related services shall be considered essential for the proper functioning of the advisory committee.

C. All financial activities associated with the functioning of the advisory committee shall be in accordance with the policies of the board and school.

X. Rules of Operation

A. The committee will determine its meeting dates and times, select its officers and subcommittees, and formulate its program of work.

B. Meeting agendas will be developed by the committee officers or chairperson in conference with the school vocational administrator and/or the Mid-Management faculty.

C. The board of regents will react to any written recommendation submitted by the advisory committee.

D. The advisory committee is urged to appoint subcommittees if needed. These committees may include members of the advisory committee, other lay citizens, members of the school staff, and students.

E. The advisory committee or any of its subcommittees may request information or assistance from the President or from any member of the school faculty through the President.

XI. Public Announcements

A. Advisory committee members are free to discuss school policies with any citizen of the community. Members shall not report opinions expressed or stands taken by other committee members in meetings, nor shall they report official actions of the advisory committee or board of regents until such actions are cleared by the board of regents.

B. The advisory committee shall observe all aspects of appropriate right-to-know laws.

XII. Loss of Membership

Any member of the advisory committee who is absent without reasonable cause from three consecutive regularly scheduled meetings will be considered to have resigned from the advisory committee.

XIII. Minutes of Meetings

The President, members of the advisory committee, and the vocational administrative and teaching staffs shall be mailed or otherwise provided a copy of the minutes of each regular meeting of the advisory committee. They shall also receive an annual report of the activities and accomplishments of the advisory committee at the end of each operating year.

XIV. These organizational guidelines may be amended by the board of regents at any time. The board of regents will inform the advisory committee in writing of any changes approved by the board. Notification will occur within thirty days of the board action.

EXAMPLE 2

BYLAWS

MID-MANAGEMENT ADVISORY COMMITTEE

I. Officers

The officers will consist of a chairperson, vice-chairperson, and a recording secretary. These officers will be elected annually at the first regular meeting of the committee, and will serve for a one-year term. Officers may be reelected. Together, these officers will form the Executive Committee.

II. Subcommittees

A. Subcommittees may be established and discharged by a majority vote of the advisory committee members.

B. Subcommittees may be continuous or ad hoc in nature depending upon needs.

C. President of the advisory committee can charge a subcommittee to elect its own officers.

D. Purpose of the committee will be specified by the advisory committee.

E. Subcommittees may be of any appropriate size. Membership may consist of students, lay citizens, school employees, and members of the advisory committee.

F. At committee request, a consultant from the school may be appointed by the school administration to meet regularly with a subcommittee. Special consultants may also help the subcommittee, with advisory committee approval.

G. Subcommittees will report regularly to the advisory committee.

III. Program of Work

A. The advisory committee will plan and operate under an annual program of work. Topics, goals and activities will be included in the plan.

B. The program for each coming year will be discussed during the __(Month)_____ meeting each year.

C. The Executive Committee will consider program proposals of members and then formulate a plan to be presented at the __(Month)____ meeting for action.

IV. Meetings

A. The annual program of work will indicate the regular meetings to be held each year.

B. At least _____* meetings will be held each year.

C. Special meetings may be called, or regular meetings cancelled by action of the Executive Committee.

D. The Executive Committee (and/or chairperson) in consultation with the vocational administration will be responsible for planning the agenda of individual meetings.

E. Each meeting will begin at the announced time and will continue for no more than two hours.

F. Discussion leading toward consensus of the members will be the prevailing procedure used at meetings. Parliamentary procedure will be used only when a decision of the advisory council is to be recorded or transmitted.

G. A quorum will consist of a majority of the officially appointed members of the advisory council.

H. Meeting minutes will be kept of all meetings and copies will be distributed to each council member, President, the Dean/Director of Vocational Education and Mid-Management faculty.

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*A consensus of many educators indicates that the most effective local vocational advisory councils meet at least four times during the school year.

V. Responsibilities of Members

A. Each member is expected to attend meetings regularly, participate in the advisory committee discussions, and serve on subcommittees when requested.

B. Each member is expected to carefully study any problems which come before the advisory committee before reaching a final decision.

C. Each member is expected to reach a personal decision, after considering the views of other citizens and/or organizations.

D. Each member is expected to respect the rights of fellow committee members by not reporting or discussing opinions of individual members. The opinions and conclusions of the advisory committee as a whole may be discussed, within the policies approved by the board.

VI. Loss of Membership

Justification for loss of membership, and procedures for reinstatement will be approved by the board.

VII. Use of Consultants

The advisory committee may utilize consultants from within and outside the school system, to obtain additional knowledge and assistance as needed.

VIII. Amendments

These rules of operation may be amended by a two-thirds vote of the appointed members of the advisory committee and subsequent approval by the board.

LETTER OF INVITATION TO SERVE

Date

Mrs. Jane Doe
2600 South First Street
Anywhere, TX 76501

Dear Mrs. Doe

Mrs. Jane Carlisle, instructor of our Fashion Merchandising Program, told me that she has discussed with you the possibility of your serving on the Advisory Committee for the Fashion Merchandising Program during the 19__-19__ school year.

Mrs. Carlisle has, I believe, shown good judgment in her recommendation for committee participants. I am happy you have agreed to serve if invited to do so. Will you please consider this letter as your personal invitation and appointment to serve as an advisor. Your role as a committee member will be to keep us abreast of changing business needs in the community and to give advice on the merchandising trends and policies. Mrs. Carlisle will discuss with you more specific ways in which you can be of service.

Thank you for being willing to share your ideas, your time, and your moral support.

Sincerely yours

John Doe, Dean
Vocational-Technical Education

rss

LETTER OF NOTIFICATION, FIRST MEETING

Date

Mr. Jack Jones
2600 South First Street
Someplace, TX 76501

Dear Mr. Jones

Thank you for agreeing to serve as a member of the advisory committee to the Mid-Management program at (School Name). You will be a great help to us in up dating our program and helping to keep us attuned to the business needs of the community.

A committee meeting has been scheduled for Thursday, March 25, 19__, at 2 p.m. in Room 701 here at the campus. The meeting should not require more than an hour and a half of your time. Please look over the enclosed agenda, and if you have any questions, call me at 773-9961.

We look forward to seeing you on the 25th.

Sincerely

John Doe, Director
Mid-Management Department

rss

Enclosure

LETTER OF INVITATION TO CONTINUE SERVING

Date

Ms. Mary Smith
2600 South First Street
Anywhere, TX 76501

Dear Ms. Smith

As a member of the Mid-Management Advisory Committee, you have been an asset to our college. We would appreciate your continuing in that role for the 19__-19__ school year.

As usual, we will strive to call two meetings a semester. You will be notified well in advance of any meeting date so that you can plan your schedule.

(School Name) has a strong commitment to employers in this area to prepare people for the skills which are so vital to a healthy local economy. In fulfilling this commitment, we rely on interested citizens like you to serve on local advisory committees for certain technical/occupational programs. We feel that the advice we receive in our advisory committee meetings helps to keep educational programs in tune with the needs of both the employer and the prospective employee.

Unless we hear from you to the contrary, we shall assume that you will be willing to serve this year. We look forward to working with you.

Sincerely

John Doe, Director
Mid-Management Department

rss

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PROGRAM EVALUATION GUIDELINE

School _____ Program _____

Address _____ Date of Evaluation _____

_____ Date of Approval _____

Instructors	Cred. Expir. Date	Evaluator(s)

AREAS OF EVALUATION	Outstanding	Acceptable	Sub-Standard	Not-Acceptable	Not Observed	Not-Applicable	COMMENTS
Instructional Program							
Program Curriculum							
Course Outlines.							
Lesson Plans							
Performance Objectives							
Progress Charts (non graded)							
Student Evaluation							
Written							
Performance							
Instructional Technique.							
Student/Teacher Ratio.							
Library/Reference Access							
Safety							
Integral Part of Program							
Safety Procedures/Practices							
Instruction							
Student Performance Evaluation. .							
Signs, Posters, Rules & Regs. . .							
Traffic Flow.							
Tools & Equipment							
Machinery							
Electrical.							
Fire							
Fire Evacuation Procedure.							
Fire Drill							
Fire Extinguishers							
Personal							
Eye.							
Shop Apparel							
Personal Practices							

AREAS OF EVALUATION	Outstanding	Acceptable	Sub-Standard	Not-Acceptable	Not Observed	Not-Applicable	COMMENTS
First Aid/Emergency Care Personnel.							
First Aid/Emergency Care Practices.							
First Aid/Emergency Care Equipment.							
Records							
Student.							
Equipment/Supply Req..							
Reports.							
Student Services/Activities							
Services							
Admission Procedure.							
Guidance							
Counseling							
Disadvantaged/Handicapped. . .							
Job Placement.							
Follow-up.							
Activities							
Student Organization (VICA). .							
Equipment							
Equipment Current w/state of Art							
Equipment Adequate for Number of Students							
Utilization of Equipment . . .							
Availability of Equipment to Student							
Condition/Repair of Equip. . .							
Replacement Plan							
Control (Check out, etc.). . .							
Inventory.							
Physical Facilities							
Classroom							
Space.							
Location							
Lighting							
Heating/Ventilation.							
Layout							
Utilization.							
Housekeeping							

P04-1-0 (0SAS-1) FEM:

TEX-SIS FOLLOW-UP

PROJECT FOLLOW-UP

Please make corrections to the information above if necessary.

BEGIN HERE

Please respond to the below as appropriate. This information is needed for equal opportunity education and employment reporting.

Major _____ (At our college)

ETHNIC GROUP (60)
- 5 American Indian or Alaskan Native
- 2 Black, not of Hispanic Origin
- 4 Asian or Pacific Islander
- 3 Hispanic
- 1 White, not of Hispanic Origin

SEX (59)
- M Male
- F Female

FOR COLLEGE USE ONLY

Major Code (31 32 34 37)

Course Type Code (63)
- 1 Coop
- 2 Non-Coop
- 3 Preparatory

Term Date Mo (14 17) Yr (30 31)

Target Pop. Code (63)
- 1 RZG
- 2 DAVI
- 3 HMCP

Completion Code (61)

Level Code (64)
- 2 Postsecondary
- 3 Adult

Group Code (33)
- A O/T
- B UI
- C OTH
- D A/CE

SPECIAL CODE (37)

PLEASE CHECK APPROPRIATE BLOCK(S) WITHIN EACH CATEGORY BELOW.

SECTION A

EVERYONE SHOULD ANSWER THIS SECTION.

Do not write in this column.

1 What was your PRIMARY objective in attending our two-year college?

- 34-1 ☐ Improvement of existing "job skills"
- 35-1 ☐ Preparation for "job to be obtained"
- 36-1 ☐ University transfer credit
- 37-1 ☐ Personal interest
- 38-1 ☐ Other (describe)_____

2 Which one of the below best describes your present status?

- 39-1 ☐ Employed, full time
- 40-1 ☐ Employed, part time
- 41-1 ☐ Unemployed, seeking employment
- 42-1 ☐ Military, full time active duty
- 43-1 ☐ Continuing education at higher level
- 44-1 ☐ Unavailable for employment (describe)_____

3 Please rate those courses in your major field of study according to how well they fulfilled your own individual needs.

		Very Good 1	Good 2	Neutral 3	Poor 4	Very Poor 5
Quality of instruction	45	☐	☐	☐	☐	☐
Grading/Testing	46	☐	☐	☐	☐	☐
Instructor interest	47	☐	☐	☐	☐	☐
Content of course(s)	48	☐	☐	☐	☐	☐
Instructional Media	49	☐	☐	☐	☐	☐
Class size	50	☐	☐	☐	☐	☐

4 Please rate only those college services below that you have utilized according to how well they fulfilled your own individual needs.

		Very Good 1	Good 2	Neutral 3	Poor 4	Very Poor 5
Financial aids	51	☐	☐	☐	☐	☐
Counseling	52	☐	☐	☐	☐	☐
Placement assistance	53	☐	☐	☐	☐	☐
Course advisement	54	☐	☐	☐	☐	☐
Tutoring services	55	☐	☐	☐	☐	☐
Veterans services	56	☐	☐	☐	☐	☐
Learning lab/packages	57	☐	☐	☐	☐	☐
Student activities	58	☐	☐	☐	☐	☐
Library services	59	☐	☐	☐	☐	☐

SECTION B

IF YOU HAVE ENROLLED IN ANOTHER COLLEGE SINCE YOUR ENROLLMENT AT OUR COLLEGE, PLEASE ANSWER THIS SECTION.

Do not write in this column.

1 What is the name of your current (or most recently attended) college?

Name _____

City and State _____

2 Did you have problems transferring to the college indicated above?

- 70 1 ☐ Yes; what?
  - 71-1 ☐ Transferring credit hours
  - 72-1 ☐ Transcript problems
  - 73-1 ☐ Admission problems
  - 74-1 ☐ Other (describe)____
- 2 ☐ No

3 How many credit hours earned at our college were not accepted at the college indicated above?

- 75 1 ☐ All credit hours accepted
- 2 ☐ Lost 1 - 3 credit hours
- 3 ☐ Lost 4 - 6 credit hours
- 4 ☐ Lost 7 - 12 credit hours
- 5 ☐ Lost 13 - 21 credit hours
- 6 ☐ Lost more than 21 credit hours

4 If you are currently enrolled in college, please indicate your current status and classification at the college indicated above.

Status (76)
- 1 ☐ Part-time student (Less than 12 hours)
- 3 ☐ Full-time student (12 or more hours)

Classification (77)
- 1 ☐ Junior
- 2 ☐ Senior
- 3 ☐ Graduate student
- 4 ☐ Other_____

5 How well did the courses you completed at our college prepare you for continuing your education?

- 78 1 ☐ My preparation was excellent
- 2 ☐ My preparation was satisfactory
- 3 ☐ Good in some areas only
- 4 ☐ Fair, but all areas could have been better
- 5 ☐ My preparation was inadequate

OVER PLEASE!

SECTION C

IF YOU HAVE BEEN EMPLOYED SINCE YOU LEFT OUR COLLEGE, PLEASE ANSWER THIS SECTION.

Do not write in this column.

1 A. IF YOU ARE CURRENTLY EMPLOYED, is your present occupation related to the courses you have completed at our college?

34- 1 ☐ Yes, directly related
2 ☐ Yes, closely related
3 ☐ No

B. IF NO, have you been employed in an occupation related to the courses you completed at our college since you left our college?

35- 1 ☐ Yes, directly related
2 ☐ Yes, closely related
3 ☐ No (IF NO, Go to Section D)

2 Please complete the information below regarding the occupation related to the courses completed at our college.

Job title

Name of Employer

Street address of Employer

City of Employment

36- ☐
37- ☐
38- ☐
39- ☐
40- ☐
41- ☐
42- ☐
43- ☐

3 How would you rate the training you received at our college in relation to its usefulness to you in performing your job?

44- 1 ☐ Very good
2 ☐ Good
3 ☐ Neutral
4 ☐ Poor
5 ☐ Very poor

4 Please check below if the course(s) you took at our college helped you in your occupational area in any of the following ways.

45-1 ☐ Helped to obtain job
46-1 ☐ Helped performance on present job
47-1 ☐ Helped advance on present job
48-1 ☐ None of the above
49-1 ☐ Other (describe)_____

5 If you are employed full-time, please indicate your approximate average monthly salary range (gross) below. This information, when combined with other members of your graduating class, will provide valuable information to other individuals in career planning.

50- A ☐ Up to $300
B ☐ $300 - $399
C ☐ $400 - $499
D ☐ $500 - $599
E ☐ $600 - $699
F ☐ $700 - $799
G ☐ $800 - $899
H ☐ $900 - $999
I ☐ $1,000 - $1,099
J ☐ $1,100 - $1,199
K ☐ $1,200 - Up

6 Were you employed in your occupational area PRIOR to enrolling in the courses completed at our college?

51- 1 ☐ No
2 ☐ Yes

7 How would you rate the availability of jobs in your occupational area?

52- 1 ☐ Very good
2 ☐ Good
3 ☐ Neutral
4 ☐ Poor
5 ☐ Very poor

SECTION D

EVERYONE SHOULD ANSWER THIS SECTION.

Do not write in this column.

1 If your occupational area is not related to the courses you have completed at our college (as indicated in Section C) please check each reason which applies. If occupational area is related to courses completed, go to Question 2.

53-1 ☐ Transferred to a four-year college
54-1 ☐ Not sufficiently qualified for a job in my field of college preparation
55-1 ☐ Preferred to work in another field
56-1 ☐ Found better paying job in another field
57-1 ☐ Could not find a job in field of preparation
58-1 ☐ Worked previously in field of preparation, but changed
59-1 ☐ Other (describe)_____

2 How do you see the courses completed at our college in terms of your career plans:

60-1 ☐ of immediate, direct benefit
61-1 ☐ of long term, direct benefit
62-1 ☐ of indirect benefit
63-1 ☐ of no benefit

3 Are you interested in taking other courses at our college? You may include courses not presently offered by our college.

64- 1 ☐ No
2 ☐ Yes; what course(s)_____

4 We would appreciate any comments regarding how we could improve the courses you have completed and/or services we have provided. Use back of college letter for additional space.

GRAD-

THANK YOU FOR ASSISTING US IN OUR SURVEY! PLEASE RETURN THIS FORM IN THE PRE-PAID ENVELOPE AS SOON AS POSSIBLE!

GRADUATES
(First Year)

SECTION E

Only mid-management graduates answer this section.

(Place a check mark by the statement that comes closest to your feelings on the following.)

1. The content of the mid-management program:
   ___a. Needs no changes.
   ___b. Needs elective options for specific areas (marketing, production, etc.)
   ___c. Cooperative training should be optional with substitution of specialized courses a prerogative of the student and his employer.
   ___d. Of little benefit.

2. The statement which most nearly reflects my feelings concerning "cooperative" training is:
   ___a. It is an essential part of the mid-management program and should be scheduled in conjunction with all four seminars.
   ___b. Excellent learning tool but should be scheduled only in conjunction with the last two seminars.
   ___c. Excellent learning tool but should be optional with classroom courses available as substitutes.
   ___d. Of little value.
   ___e. Should be eliminated.

3. Since entering the mid-management program I have received the following number of promotions:
   ___a. None
   ___b. 1
   ___c. 2
   ___d. 3
   ___e. 4

4. The value of completion of the mid-management program on qualifying for these promotions is:
   ___a. Essential.
   ___b. Significant.
   ___c. Of some value.
   ___d. Of little value.
   ___e. Of no value, I would have qualified anyway.

(Graduate--First Year)

Questions in this section provide for an expression of your opinion regarding the statements. Indicate your opinion by placing the appropriate letter in the blank preceding each statement.

a. Strongly agree
b. Agree
c. Undecided
d. Disagree
e. Disagree strongly

___5. The process of job-related projects would help to provide realistic internship training.

___6. My mid-management instructor was very effective in working with me and my employer to facilitate my on-the-job learning experience.

___7. I would recommend the mid-management program to other people with whom I work who want or need added education in management.

___8. My employer was cooperative with, and supportive of, me in my cooperative training activities.

GRADUATES
(Third Year)

SECTION E

Only mid-management graduates answer this section.

(Circle the letter that expresses your opinion on the following statements.)

1. My mid-management training is still a pertinent and practical foundation for my work at this level.
   a. Strongly agree
   b. Agree
   c. Undecided
   d. Disagree
   e. Disagree strongly

2. The mid-management degree program is an especially valuable training program and I would encourage my contemporaries and subordinates to enroll.
   a. Strongly agree
   b. Agree
   c. Undecided
   d. Disagree
   e. Disagree strongly

3. The cooperative training portion of the mid-management program sould be made optional with substitution of classroom courses an available alternative.
   a. Strongly agree
   b. Agree
   c. Undecided
   d. Disagree
   e. Disagree strongly

4. Since completing the mid-management program I have received the following number of promotions:
   a. None
   b. 1
   c. 2
   d. 3
   e. 4 or more

5. The value of completion of the mid-management program on qualifying for promotions is:
   a. Essential
   b. Significant
   c. Of some value
   d. Of little value
   e. Of no value, I would have qualified anyway

6. Please use this space to make any brief comments about the mid-management program and especially the cooperative training.

GRADUATES
(Fifth Year)

SECTION E

Only mid-management graduates answer this section.

(Circle the letter by the answer that expresses your feelings about the following statements.)

1. My mid-management training still serves me in the following way:
   a. Still pertinent and usable.
   b. Of some value but deficiencies exist.
   c. The primary value is at lower level of management.
   d. No longer of any value.
   e. Absolutely a waste of time.

2. My opinion of the cooperative training I received during my enrollment for the mid-management degree is that it was:
   a. Essential.
   b. Of considerable value.
   c. Of some value.
   d. Of little value.
   e. Should be eliminated.

3. Every supervisor should encourage his subordinates to enroll in the mid-management degree program as an effective way to improve their management potential.
   a. Strongly agree
   b. Agree
   c. Undecided
   d. Disagree
   e. Strongly disagree

4. Please use the following space to make any brief comments about the mid-management program and especially the cooperative training.

DROP-OUTS

SECTION___

Only students who were enrolled in cooperative training answer this section.

(Circle the letter by the answer that expresses your feelings about the following statements.)

1. Which statement best describes your feeling about the mid-management course(s) you studied?
   a. Very satisfied
   b. Satisfied
   c. Neutral
   d. Disappointed
   e. Very disappointed

2. What is your feeling about the "cooperative training" part of the mid-management program?
   a. Very worthwhile
   b. Worthwhile
   c. Not worthwhile
   d. Should be optional to the mid-management student
   e. Should be eliminated

3. Did your "cooperative training" in the mid-management program assist you in carrying out your duties at your place of work?
   a. To a high degree
   b. Definitely "yes"
   c. To a certain extent
   d. Barely, if at all
   e. Not at all

4. In one sentence please describe what you would change in the cooperative training part of the mid-management program.

PRESENT STUDENTS

Section___ Only mid-management students answer this section.

(Please circle the letter of the answer that pertains to you.)

1. Age
   a. Less than 26 years
   b. 26 - 35 years
   c. 36 - 45 years
   d. 46 - 55 years
   e. over 55 years

2. Marital Status
   a. Single
   b. Married
   c. Widowed
   d. Divorced
   e. Other

3. Length of time with present employer/company
   a. Less than one year
   b. 1 - 2 years
   c. 3 - 4 years
   d. 5 - 10 years
   e. 10 - 20 years
   f. Unemployed

4. Number of children in your family
   a. None
   b. 1
   c. 2
   d. 3
   e. 4 or more

5. Type of employer
   a. Retail sales (food, clothing, appliances)
   b. Manufacturing
   c. Wholesale
   d. Government Service
   e. Institutional (hospital, schools, etc.)
   f. Service
   g. Other _____

6. Average hours worked per week
   a. 1 - 14
   b. 15 - 25
   c. 26 - 35
   d. 36 - 45
   e. 46 - 55
   f. Over 55

7. Since entering the mid-management cooperative training program, I am better able to appreciate the responsibilities of my supervisors and management.
   a. Agree strongly
   b. Agree
   c. Undecided
   d. Disagree
   e. Disagree strongly

(Present Students)

8. My self-confidence has increased significantly since entering the mid-management cooperative training program.
   a. Agree strongly
   b. Agree
   c. Undecided
   d. Disagree
   e. Disagree strongly

9. My fellow-employees and my supervisor now ask more often "What I think" about a problem than they did before I entered the mid-management cooperative training program.
   a. Agree strongly
   b. Agree
   c. Undecided
   d. Disagree
   e. Disagree strongly

10. Cooperative training is definitely a valuable part of the mid-management program.
   a. Agree strongly
   b. Agree
   c. Undecided
   d. Disagree
   e. Disagree strongly

11. My employer is interested in my cooperative training and whole-heartedly supports all facets of the mid-management training program.
   a. Agree strongly
   b. Agree
   c. Undecided
   d. Disagree
   e. Disagree strongly

12. In one sentence please describe what you would change in the cooperative training part of the mid-management program.

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LIST OF COLLEGES SURVEYED

Alvin Junior College

Amarillo College

Austin Community College

Bee County College

College of the Mainland

Cooke County College

Del Mar College

Eastfield College

El Centro College

El Paso Community College

Frank Phillips College

Galveston College

Grayson County College

Henderson County Junior College

Houston Community College System

Howard College at Big Spring

Kilgore College

Laredo Junior College

Lee College

McLennan Community College

Midland College

Mountain View College

Navarro College

North Harris County Junior College

Odessa College

Paris Junior College

Richland College

San Antonio College

San Jacinto College

South Plains College

Tarrant County Junior College
Community Campus

Tarrant County Junior College
Northeast Campus

Tarrant County Junior College
Northwest Campus

Tarrant County Junior College
South Campus

Temple Junior College

Texarkana College

Texas Southmost College

Tyler Junior College

Western Texas College

Wharton County Junior College

Vernon Regional Junior College

BIBLIOGRAPHY OF FILMS
IN USE IN MID-MANAGEMENT PROGRAMS

A limited survey of Mid-Management programs in Texas in January--March, 1981, revealed the following list of films in use in those programs. The functional areas under which the films are listed was determined by the college users, and some films may be found under more than one functional area. Sources shown are also supplied by the college users, and do not represent the sole source of the films. Users are encouraged to explore for other sources. Prices vary greatly between sources. This list does not constitute approval or recommendation but is merely provided as a starting point in visual aids selection.

FILM TITLE	CAT#	SOURCE
Communication		
Anatomy of a Presentation, Parts 1 and 2		Roundtable
Avoiding Communication Breakdown		BNA
Avoiding Communication Breakdown	142	Cineconfer Cen
Avoiding Communication Breakdown	ASC51	UofUtah Salt Lake
Changing Attitudes Through Communication	145	Cineconfer Cen
Communicating Management's Point of View		BNA
Communicating Management's Point of View	146	Cineconfer Cen
Communication Feedback	144	Cineconfer Cen
Communication Feedback	CSC49	UofUtah Salt Lake
Communication Roadblocks		UofTexas
Communication: The Non-Verbal Agenda		Thompson-Mitchell
Communication: The Non-Verbal Agenda		UofKan Lawrence
Communication: The Non-Verbal Agenda		UofTexas
Communication: The Non-Verbal Agenda	0244	UofWisc Madison
Drawing Conclusions is a Trick Art		None
Face-to-Face Payoff		Creative Media
How to Lose Your Best Customer. . .		Association Films
I Understand--You Understand (TA)		Creative Media
If the Shoe Fits		Association Films
Is It Always Right to Be Right?		Okla St U
Listening		Roundtable
Listening	8586	UofWisc Madison
Meanings are in People		BNA Films
Meanings are in People		BNA
Meanings are in People	143	Cineconfer Cen
More than Words		Methodist Church
Performance Appraisal: Human Dynamics	147	Cineconfer Cen
Person to Person-Making Communication Work		Barr Films
Personal Learnings--Interpersonal Relations	6785	UofCal Berkeley
Persuasive Negotiating		Magnetic Video
Power of Listening		CRM Films
Power of Listening	PSC2	UofUtah Salt Lake
Something to Work For		Roundtable
Time to Think	81024	UofColo Boulder

FILM TITLE	CAT#	SOURCE
Communication (continued)		
What Do You Mean, What Do . . .	0499	UofWisc Madison
Where Are You Going, Where Are You Going	WSC82	UofUtah Salt Lake
Without Words		UofTexas
Your Erroneous Zones		Magnetic Video
Control		
Colt--A Case History	126	Cineconfer Cen
Management Training	125	Cineconfer Cen
Management by Objectives	123	Cineconfer Cen
Performance Appraisal--Human Dynamics		CRM Films
Performance and Potential Review	124	Cineconfer Cen
Thanks A Plenty, Boss-Criticizing		Brigham Young U
Directing		
Alcoholism: The Bottom Line		UofWash
Assertiveness Training		Psych Today
Buck Stops Here	None	
Button. . .Button		
Coping With Technology	84290	UofIll Champaign
Correct Way of Correcting		UofIowa
Discipline--A Matter of Judgment		
Dryden File		UofMo
Emergent Management	7178	UofCal Berkeley
Eye of the Supervisor		
Groupthink	81526	UofColo Boulder
Helping: A Growing Dimension of Mgmt	HSC21	UofUtah Salt Lake
Helping People Perform		BNA
How to Manage the Boss		BNA
Humanizing Work	9165	UofWisc Madison
KITA, or What Have You Done For Me	71210	UofUtah Salt Lake
Mastering the Art of Delegating (Cassette)		
No Nonsense Delegation	NSC10	UofUtah Salt Lake
Overcoming Resistance to Change		Roundtable
Performance Appraisal--Human Dynamics		CRM
Power of Positive Reinforcement		CRM

FILM TITLE	CAT#	SOURCE
Directing (continued)		
Productivity: Self-Fulfilling Prophecy	81840	UofColo Boulder
Teach Me How--I Can Do It By Myself		
Theory X and Theory Y: McGregor, Parts 1 and 2		BNA
Transitions: Letting Go and Taking Hold		None
Leadership		
Controlling Absenteeism	141	Cineconfer Cen
Effective Decisions		BNA
Effective Leadership	7068	UofCal Berkeley
Effective Uses of Power and Authority		CRM Films
Effective Uses of Power and Authority		UofTexas
Foreman Discovers Motion Study	4689	UofCal Berkeley
Grid Approach to Conflict Solving	102	Cineconfer Cen
Group Dynamics: Groupthink		CRM Films
Group Leadership: History of Group Process	09434	UofCal Berkeley
How to Conduct a More Productive Meeting	150	Cineconfer Cen
Human Considerations in Management	7616	UofCal Berkeley
Human Skills of Management	9841	UofCal Berkeley
Leadership and Small Work Group Dynamics	9423	UofCal Berkeley
Leadership: Style or Circumstance	149	Cineconfer Cen
Leadership: Style or Circumstance	81820	UofColo Boulder
Leadership: Style or Circumstance		UofTexas
Manager Wanted		Roundtable
Managerial Grid in Action	101	Cineconfer Cen
Managing in a Crisis	16076	Brigham Young U
Managing in a Crisis	139	Cineconfer Cen
Meetings, Bloody Meetings	84208	UofIll Champaign
Peter Principle		UofTexas
Prejudice: Its Causes. . .	PSC46	UofUtah Salt Lake
Problem Solving: Some Basic Principles		Roundtable

FILM TITLE	CAT#	SOURCE
Leadership (continued)		
Styles of Leadership		Roundtable
Styles of Leadership	7183	UofTexas
Supervisory Grid		BNA Films
Ways of Dealing With Conflict in Groups	06019	UofCal Berkeley
Winning Through Intimidation		None
Working With Troubled Employees	140	Cineconfer Cen
Motivation		
A New Look at Motivation		CRM
ABC Man: The Manager in Mid-Career	121	Cineconfer Cen
Building a Climate for Individual Growth	120	Cineconfer Cen
Business, Behaviorism and the Bottom Line		CRM Films
Business, Behaviorism and the Bottom Line	BSC78	UofUtah Salt Lake
Business, Behaviorism and the Bottom Line	9317	UofWisc Madison
Constructive Use of the Emotions	7780	UofCal Berkeley
Emotional Styles in Human Behavior	5771	UofCal Berkeley
How to Use Goal Setting to Increase Productivity		Psych Today
Human Nature and Organizational Realities	114	Cineconfer Cen
I Understand, You Understand	84223	UofIll Champaign
Job Enrichment in Action		BNA Films
Job Enrichment in Action	119	Cineconfer Cen
KITA, or What Have You Done For Me Lately	118	Cineconfer Cen
Management of Human Assets	115	Cineconfer Cen
Managing Stress		UofTexas
Managing Stress	MSC24	UofUtah Salt Lake
Modern Meaning of Efficiency	117	Cineconfer Cen
Motivation Through Job Enrichment		BNA
Motivation Through Job Enrichment	109	Cineconfer Cen
Motivation in Perspective		BNA
Motivation in Perspective	116	Cineconfer Cen
Motivation in Perspective	BSC146	UofInd Bloomington
Overcoming Resistance to Change	OSC13	UofUtah Salt Lake
Peter Hill Puzzle	0544	UofWisc Madison

FILM TITLE	CAT#	SOURCE
Motivation (continued)		
Power of Positive Reinforcement	148	Cineconfer Cen
Power of Positive Reinforcement	PSC150	UofUtah Salt Lake
Productivity: Pygmalion Effect		CRM Films
Self-Motivated Achiever	110	Cineconfer Cen
Self-Motivated Achiever	00965	UofColo Boulder
Skinner Revolution, The		
Something to Work For		Roundtable
Strangest Secret, The		
Strategy for Productive Behavior	108	Cineconfer Cen
Strategy for Productive Behavior	BSC141	UofInd Bloomington
Supervisor: Motivating Through Insight		
Tell Me About Yourself	TSC42	UofUtah Salt Lake
Thanks A Plenty, Boss-Reward of Rewarding		Brigham Young U
Theory X and Theory Y-Part 1-Description	112	Cineconfer Cen
Theory X and Theory Y-Part 2-Application	113	Cineconfer Cen
Theory X and Theory Y, Work of McGregor	01110	UofColo Boulder
There's Genius in the Average Man		
Transactional Analysis	81860	UofColo Boulder
Transitions: Letting Go	TSC81	UofUtah Salt Lake
Understanding Motivation	111	Cineconfer Cen
We Can Work It Out	84295	UofIll Champaign
What You Are Isn't Necessarily What You Will Be		Magnetic Video
What You Are Is Where You Were When		Magnetic Video
Yen For Harmony: Japanese Managers. . .	16104	Brigham Young U
You Can Surpass Yourself		None
You Pack Your Own Chute		Ramic
Organizing		
Assessing Management Potential	103	Cineconfer Cen
Confronting Conflict	152	Cineconfer Cen
Coping With Technological Change	132	Cineconfer Cen
Effective Use of Power and Authority		BNA
Employee Turnover Syndrome		
Fully Functioning Organization		BNA Films
Future of Technology	131	Cineconfer Cen

FILM TITLE	CAT#	SOURCE
Organizing (continued)		
Group Dynamics		CRM
How to Make the Organization Work for You		BNA
Human Nature and Organizational Realities	00581	UofColo Boulder
Importance of Relationships in Orgn. Life	9422	UofCal Berkeley
Innovative Organization	137	Cineconfer Cen
Introducing Managers to Organizational Dev	9386	UofCal Berkeley
Judging People		
Making Human Resources Productive	106	Cineconfer Cen
Management by Participation	104	Cineconfer Cen
Manager as Entrepreneur	138	Cineconfer Cen
Organizational Development	7353	UofCal Berkeley
Organizing Your Plans, Planning Your Organization (Cassette)		
Pay for Performance	105	Cineconfer Cen
Pollution Control--The Hard Decisions	135	Cineconfer Cen
Problem Solving: Some Basic Principles		Roundtable
Social Needs As Business Opportunities	134	Cineconfer Cen
Staffing for Strength		BNA
Team Building	107	Cineconfer Cen
That's Not My Job		Roundtable
Up the Organization		UofAriz Tucson
War On Bureaucracy	8875	UofCal Berkeley
"Who's Gonna Collect the Garbage?"	133	Cineconfer Cen
Women in Management		UofTexas
Yen for Harmony		Document Asso
Your Job--Getting Ahead		
Your Job--Good Work Habits		
Planning		
Creative Problem Solving		
Defining the Manager's Job	153	Cineconfer Cen
Eye of the Beholder, The		
Focus on Decisions	128	Cineconfer Cen
Focus on Organization	129	Cineconfer Cen
Focus on Results	127	Cineconfer Cen
Focus on the Future	122	Cineconfer Cen

FILM TITLE	CAT#	SOURCE
Planning (continued)		
Grid Approach to Problem Solving		BNA
Grid Approach to Problem Solving	0029	UofWisc Madison
If You Want It Done Right		Roundtable
Making of a Decision	7113	UofWisc Madison
Management by Objectives		CRM Films
Management by Objectives		Film Communications
Management of Creativity	7781	UofCal Berkeley
Management: New Challenge	7777	UofCal Berkeley
Multinational Corporation	136	Cineconfer Cen
Planning a New Business	151	Cineconfer Cen
Planning a New Business		Nebraska Ed. TV
Planning and Goal Setting--Time Waste or Tool		BNA
Problem Solving in Groups	5770	UofCal Berkeley
Sociotechnical Systems	9033	UofCal Berkeley
Strategies of Moving Ahead (Cassette)		
Theory of Management Development	5769	UofCal Berkeley
Time is Money!		None
Time of Your Life		CRM
Time to Think		UofWash
Tomorrow's Customers	130	Cineconfer Cen
Your Role as a Decision Maker (Cassette)		
Salesmanship		
ADBOX		Learning Seed
How to Close the Sale		
Is the Consumer King?		
Preventing Employee Theft		
Professional, The		
Reason to Buy		
Second Effort		Dartnell
Situation Salesmanship--An OD Approach		Psych Today
The 60-Second Spot		UofWash
The Great American Soup		UofWash
What Every Manager Needs to Know About Markets		BNA
You Irresistable You		Uof Indiana
You Pack Your Own Chute		

GLOSSARY OF TERMS

This glossary contains terms in general use in vocational education. Some of the terms do not appear in the body of the handbook but are provided as a reference for clarification.

Administrative Management Society (AMS). A professional organization of administrators on the staff of industrial, commercial, educational, or financial organizations who are dedicated to improvement within the field of administrative management.

Advisory Committee. A group of local business representatives selected by the school administration and teachers to advise the school in regard to new developments and needs of business and the community.

Affective. Affective refers to those actions which are associated with emotions, feelings, and internal processes from which emerge learnings. These learnings are influenced by attitudes, beliefs, and dispositions. Affective learning implies that an individual emotional reaction can be controlled, modified, or changed. What the student will do in an uncontrolled situation.

American Vocational Association (AVA). A professional organization of teachers, educators, administrators, researchers, curriculum development specialists, and guidance counselors through which all levels and facets of vocational education have an opportunity to work for the common cause of vocational education at the local, state and national level.

Area Vocational School. A post-secondary state-supported institution which provides instruction in at least five vocational disciplines, that will enable students to prepare for, enter upon, and make progress in a vocation of their choice.

Behavior. Behavior refers to any visible or audible activity displayed by a student.

Behavioral Objective. A statement based on a systematic approach to education which includes descriptive phrases about expected terminal behavior, conditions, and criterion. These statements will lead to the development of educational programs which place emphasis upon what the student learns. In this approach, the teacher decides what behavior he/she wants the student to acquire, then decides upon the best way to get the student to acquire it.

Clock Hour. A total of sixty minutes of actual classwork or instruction.

Cognitive. Cognitive refers to having a conception, the act, or faculty of knowing or perceiving knowledge; refers to intellectual skills and abilities; knowledge and understanding. What the student can do in a given situation.

Cognitive Taxonomy. Cognitive taxonomy refers to a classification system of educational objectives from the lowest form of learning--memorization, to the highest form of learning--evaluation.

Conditions. Conditions refer to the situation under which a student's terminal behavior will be evaluated. It describes materials and contents the teacher will provide, or the restrictions the teacher will impose to exclude acts that will not be accepted as evidence that the learner has achieved the objective. It describes what the learner will be provided or denied when he/she is demonstrating that he/she has achieved the proper terminal behavior.

Contact Hour. A contact hour is one hour in which a student has contact with an instructor.

Cooperative Training. Educational experience gained through approved curriculum related employment.

Cooperative Vocational Education. Vocational Educational Amendments of 1968, Part G, Section 175, ". . . a program of vocational education for persons who through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the

school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks or other periods of time in fulfilling the cooperative work-study program."

Criterion. Criterion refers to a standard or test by which a "terminal behavior" is evaluated. It specifies how well a student must perform when demonstrating his/her terminal behavior or how much of the terminal behavior the student must display to demonstrate that he/she has learned. This specification may be in terms of the number of correct responses, new approaches developed within a given time period, student's performances relative to others, lower limit of acceptable performances, the number of principles, techniques, approaches, or alternatives which must be applied, identified, or developed or an acceptable deviation from standard.

Curriculum. A systematic group of courses and sequences of subjects required for graduation or certification in a major field of study.

Distribution and Marketing Occupations. Distribution and marketing includes various combinations of subject matter and learning experiences related to the performance of activities that direct the flow of goods and services, including their appropriate utilization from the producer to the consumer or user. These activities include manufacturing, buying, selling, transportation, storage, marketing research and communications, marketing, finance, and risk management and are found in such businesses as retail and wholesale trade, finance, insurance, real estate, services and services trades, manufacturing, transportation, and communications--Mid-Management falls within this classification for State and Federal reporting.

Distributive Education. A vocationally oriented program of education and occupational experience designed to develop people, their knowledge, and skills for successful participation in marketing and distribution.

Distributive Education Clubs of America (DECA). DECA is a student organization operating through community colleges of the Nation to attract students to careers in marketing and distribution.

Follow-Up Studies. Studies conducted to analyze what happens to students as a result of their experiences with Mid-Management and to evaluate minor aspects of the program with a view toward improved effectiveness and maximum learning.

Instructor-Coordinator (Teacher-Coordinator). A member of a local college staff who teachers occupational and related subject matter to students preparing for employment and coordinates the efforts of all helpful agencies which can assist in a training program designed to meet the needs of learners in a cooperative vocational education program.

Internship. A cooperative arrangement between the student, the sponsoring firm, and the instructor-coordinator which allows the student-intern to experience guided training at a training station, the work environment, in order to accomplish established career development objectives.

Internship Training Plan. A plan developed by the Mid-Management instructor and the student's supervisor. This plan outlines planned activities/experiences that will assist the student to become a more effective worker/manager.

Learning. Learning refers to a change in behavior due to an educational experience.

Local Audit. Audits required by the Texas Education Agency and performed locally by Certified Public Accountants holding a permit from the State Board of Public Accountancy. These audits are performed annually and must be filed with the Texas Education Agency prior to December 1.

Mid-Management. Mid-Management is a community/junior college vocational, cooperative management training program that combines formal classroom study with a cooperative internship on the job.

On-The-Job Training. Supervision and other supplemental instruction furnished to a learner while he/she is employed as a beginner or trainee in the regular duties of a position or job.

Post-Secondary Education Institutions. Institutions with programs designed for students who have completed high school graduation requirements; included are technical-vocational junior colleges, two-year university programs, and regular college and university curricula.

Post-Secondary Occupational Education. Training or retraining (including guidance, counseling, and placement services) for persons sixteen years or

older who graduated from or left elementary or secondary school, conducted by an institution legally authorized to provide post-secondary education within a state, which is designed to prepare individuals for gainful employment as semi-skilled or skilled workers or technicians or sub-professionals in recognized occupations (including new and emerging occupations), or to prepare individuals for enrollment in advanced technical programs.

Practicums. A course of instruction aimed at closely relating the study of theory and practical experience, both usually carried out simultaneously.

Psychomotor. Psychomotor refers to objectives having to do with manual and motor skills.

Seminar. Classroom time devoted to discussions and activities that directly relate to the various training stations filled by the student.

State Audit. Audits performed by the Texas State Auditor on all State supported post-secondary institutions. These audits are made annually and filed in the Office of the State Auditor.

Steering Committee. A committee established to organize and implement a Mid-Management program. The committee should represent businesses of all sizes, labor unions, government agencies, students, graduates, and the dean of occupational education.

Student Organization. An officially recognized student group designed to conduct a program or manage an enterprise appealing to the student; programs may be social, recreational, intellectual, fraternal, or political in content and emphasis. Junior-Collegiate Distributive Education Clubs of America (DECA) is an example.

Syllabus. An outline or other brief statement of the main points of a course, the contents, course materials, objectives, references, and other information pertinent to the learning outcomes desired.

Task-Force Committee. A committee traditionally selected by the school's president and director of vocational programs from business and industry leaders for the purpose of determining the need for and purposes of a Mid-Management program.

Taxonomy. Taxonomy refers to a classification system.

Teacher of Distribution and Marketing. A professional educator approved by the Texas Education Agency and qualified both academically and by wage-earning experience to teach in the area of distribution and marketing.

Terminal Behavior. Terminal behavior refers to the behavior a teacher and school would like its students to be able to demonstrate at the end of a learning experience. It identifies and names the "observable act" which will be accepted as evidence that the learner has achieved the objective.

Texas Education Agency (TEA). The Texas Education Agency is made up of the State Board of Education, which also serves as the State Board for Vocational Education, the Commissioner of Education, and the State Department of Education. It has jurisdiction over programs which are for students whose immediate career aspirations are less than a Baccalaureate Degree.

Texas Junior College Management Educators Association (TJCMEA). A professional organization of Texas junior college educators dedicated to the pursuit of excellence in teaching management and to the advancement of community and junior college education in the State of Texas. On the State level, TJCMEA is a recognized section of TJCTA.

Texas Junior College Teachers Association (TJCTA). A professional organization of Texas junior college educators dedicated to the pursuit of excellence in teaching, and to the advancement of community and junior college education in the State of Texas.

Texas State Plan for Vocational Education. This is a document by which the State of Texas applies for Federal funds for vocational education (Law No. 90-576). This document includes (1) assurances, (2) a five-year plan, and (3) a detailed annual plan.

Training Station. A work environment in which a student receives (or gains) vocational experience as part of a cooperative agreement between the school and an employer.

Training Supervisor. An individual responsible for monitoring a student's progress at his/her work station. This training supervisor is usually the worker's immediate supervisor.

Vocational Course. A course consisting of practical work and instruction in the same technical subject, preparing the student for competent service in a non-professional or semi-professional occupation.

Vocational Educational Community Survey. A study conducted to obtain necessary information as basis for the proper development of programs of vocational education.

Vocational Education Program. All the courses in one field of study, such as business or industrial trades, organized to fulfill the same general objectives and conducted along similar lines.

Vocational Guidance Counselor. A professional counselor qualified both academically and by wage-earning experience to furnish students with occupational information, assistance in career choices based on test instruments, orientation to vocational offerings, individual vocational counseling, and placement assistance. The counselor also assists in follow-up studies of former students, dissemination of information concerning vocational programs to feeder schools, maintaining files or cumulative records on students, and research and development.

Work-Study Program. Educational experiences in which the student spends a certain number of hours per day in classes in school, acquiring basic learning, and a specific number of hours working for some company or tradesman, generally on a salary basis; the actual work experience is administered jointly by the school and the employer.

This Glossary was obtained from the following sources:

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